LORD HENFIELD'S

GUIDE TO ENGLISH VERBS

EDITION 2018

Principal Parts:
make (makes) - making - made - made

Active Voice

Simple Infinitive:
(not) (to) make

The Simple Tenses:
make (makes) / do (not) make / does (not) make
made / did (not) make
will (not) make
would (not) make

Present Participle: making
Past Participle: made
Perfect Participle; having made

Simple Continuous Infinitive:
(not) (to) be making

The Simple Continuous Tenses:
am / is / are (not) making
was / were (not) making
will (not) be making
would (not) be making

Simple Gerund:
(not) making

Perfect Infinitive:
(not) (to) have made

The Perfect Tenses:
have (not) / has (not) made
had (not) made
will (not) be made
would (not) be made

Perfect Gerund:
(not) having made

Perfect Continuous Infinitive:
(not) (to) have been making

The Perfect Continuous Tenses:
have (not) / has (not) been making
had (not) been making
will have (not) been making
would have (not) been making

Plain Imperative:
make!
Intensive Imperatve:
do (not) make!

Subjunctive Present: (not) make
Subjunctive Past: (not) made
Subjunctive Future: should (not) make

Performance:
transitive / intransitive

Passive Voice

Simple Infinitive:
(not) (to) be made

The Simple Tenses:
am / is / are (not) made
was / were (not) made
will (not) be made
would (not) be made

Present Participle: being made
Past Participle: been made
Perfect Participle; having been made

Simple Continuous Infinitive:
(not) (to) be being made

The Simple Continuous Tenses:
am / is / are (not) being made
was / were (not) being made
will (not) be being made
would (not) be being made

Simple Gerund:
(not) being made

Perfect Infinitive:
(not) (to) have been made

The Perfect Tenses:
have / has (not) been made
had (not) been made
will (not) have been made
would (not) have been made

Perfect Gerund:
(not) having been made

Perfect Continuous Infinitive:
(not) (to) have been being made

The Perfect Continuous Tenses:
have / has (not) been being made
had (not) been being made
will (not) have been being made
would (not) have been being made

Plain Imperative:
be made!
Intensive Imperatve:
do (not) get made!

Subjunctive Present: be (not) made
Subjunctive Past: were (not) made
Subjunctive Future: should (not) be made
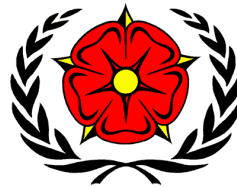
LORD HENFIELD'S

GUIDE TO
ENGLISH VERBS

A POWERFUL MANUAL AND COMPENDIUM
FOR ENGLISH TEACHERS AND STUDENTS

WITH OVER 80 ILLUSTRATIONS, DIAGRAMS, TABLES AND LISTS, CAREFULLY
ARRANGEND VOCABULARY AND EXPLANATIONS. EDITED AND PUBLISHED BY LORD HENFIELD.
ALL CHINESE PARTS EDITED BY AURELIA KONING.

EXCERPT FROM LORD HENFIELD'S HANDBOOK OF PRACTICAL ENGLISH

**GUILDFORD
SCIENTIC PRESS**

TO MY BELOVED GOVERNESS FRIEDA

**THIS WORK IS WRITTEN IN ACCORDANCE TO THE
WRITING RULES OF BRITISH INTERNATIONAL ENGLISH.
MOST GRAMMAR TERMS ARE PARTICULARLY WRITTEN
WITH CAPITAL LETTERS (Noun, Verb, etc.) IN ORDER
TO UNDERLINE THEIR SIGNIFICANCE.**

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THE ENGLISH-SPEAKING WORLD BY FLUENCY

The four main groups of fluent English speakers in the World. Estimated percentage:

- *Anglosphere* (native language)
- *Majority* (more than 50%)
- *Minority* (circa 10 - 50%)
- *Business & School* (limited use of English)

The here given percentage can only be a rough approximation. Mind that English can have an official or co-official status in countries where only a minority of the population speaks English fluently, such as in South Africa or India. Note also that there are more people who speak fluent English in each country, such as Germany, Nigeria, Pakistan, the Philippines, than in Canada and Australia combined.

QUICK FINDER OF CONTENTS

ABOUT THE AUTHOR

Lord Henfield is an English scholar who specialises in linguistics (mainly of Romance and Germanic languages), archaeology and history focussing on architecture, early mass production, industrialisation, ancient technology, etc., by exploring museums and archives for ancient texts and other publications to find evidence that can explain in what ways and why civilisations interact with one another and what consequences it has for us.

His other fields of interest are astronomy, planetology, space exploration, educational psychology and social science. He has worked as teacher, editor and translator for more than 40 years. Extended studies in archaeology have brought him to excavation sites and libraries in various countries. He published several articles on archaeology and history. In 2015 he has published the *Book of Practical English* in which he introduces teaching methods that are tailor-made for learners whose native language is Mandarin Chinese or any other language of the various Sino-Tibetan language group.

The grammatical structure of Chinese languages differ from English and other Indo-European languages so fundamentally that typical features such as verb tenses, singular-plural distinction, phrasal verbs, participles, conditionals, subjunctives, irregular verb forms, irregular plural forms of nouns, and lots of other attributes are totally alien to native speakers of any Sino-Tibetan language and therefore beyond comprehension without a special teaching and training method.

Henfield is a leading expert on teaching foreign languages using a dualistic system that depicts language features in clusters and their coherent entirety. This method enables learners, whose native language has no Indo-European background (as Mandarin Chinese for instance), to easily grasp the mainly dualistic structure of English grammar forms in a comprehensible way.

The Dualistic Teaching System has been invented and developed by Lord Henfield. It successfully deals with of a variety of grammar systems and practical applications that interact with one another. Seemingly complicated forms, with which all kinds of English students struggle for years, can be understood in a few minutes when examples are presented in a tidy manner that clearly shows all forms. Henfield's dualistic teaching method touches almost all aspects of language teaching. Its principles are very effective because they are simple. Basically, they enhance a student's awareness, thinking and approach to solve learning problems easily right from the start by making the student actively think: "When I can say things in one way, then I may be able to say the same thing in another way too".

Henfield works with schools, universities international companies, and education authorities, instructing teachers and students. Henfield's "Handbook of Practical English" gives you understandable support. Henfield says: *"Any learner can learn to speak English almost immediately if the learner gets features and structures to learn which are relevant and if the related explanations have common sense. If we use relevant material that the learner actually needs, and if we present words and grammar in a logical context, for example by showing them in clusters that appear in almost every expression and sentence, then we can make a learner use the relatively small BASIC English vocabulary of 850 words in an instant and with ease".*

Lord Henfield's Guide to English Verbs shows you all details you need to know about Verbs. The skill of using English has become crucial. It decides whether you will have success in your career. English is the very first language of the world that underwent the process of globalisation already many hundred years ago since it is composed of several different languages. As English is quite easy to learn, it is the ideal World language to lead us into the future".

Aurelia Koning, 2011

FOREWORD

"The Verb is the core of the English language. Only one who understands the Verb forms will understand English!"

This book is an excerpt from my book Lord Henfields Handbook of Practical English. However, the chapter on Verbs works well on its own. I decided to publish it as a separate book. The publication on Verbs has been triggered by my students and colleagues who are fed up with incomplete depictions of the English Verb in their textbooks and grammarbooks. I follow their expressed wishes and show here facts about the amazingly *simple grammatical principles* and useful *learning tricks* with which I usually catch the students' attention already in their first English lesson. Especially the less gifted students win new confidence after years of failure, when they realise that they can learn seemingly complicated grammar features *through a simple eye-opening experience* within a few minutes. Grammar loses its horrors, when presented in an *entire overview, in a tidy and logical manner,* and also with relevant explanations.

The reputation of the English Verb system as having a messy structure is based on a long array of inacceptable misconceptions. It is an impression that students have gained from their old school times. For hundreds of years, writers of grammar books failed to give a reasonable and logical analysis on the English Verb that could stand up to scientific scrutiny. All failures in learning English have their origins in ineffective teaching methods and wrong grammar names used all the world over.

When I began to teach English to Chinese students, I had no other chance than changing my own attitude towards conventional teaching methods. I had to analyse not only the structure of the Chinese language but also the structure of my very own language: English. What I found out was pretty surprising.

Learning the English Verb tenses is a hard business for many students whose native language has no relationship with the large family of Indo-European languages. The reason that Chinese and many other Asians face huge difficulties in learning English Verb tenses (and other features) has its foundations in the fact that those languages quite simply have: no singular-plural distinctions, no participles, no moods, no gerunds, no infinitives, no aspect combinations (such as the Perfect Continuous), no auxiliaries, no inflexions, no irregularities, and no time or tenseforms whatsoever. This kind of "featurelessness" applies for all Chinese words. Chinese is the most logical and tidy language on Earth. Every kind of expression is handled only in an analytical way by employing "descriptive words" (such as particles, adjectives and adverbs) or just "context". There are no exceptions from this rule!

I immediately had to come up with a teaching method that could show how the English Verb system really works and what real nonnotation is behind it. What I found out about English was equally surprising. Although English carries the burden of hundreds of old-fashioned irregularities, it is in fact in the process of becoming a logical and tidy language like Chinese.

The giant differences between English and Chinese contributed a lot to the amazing results that I shall show you and demonstrate to you here in a never shown depth of detail.

This book can help English teachers who work in China. The book will be of great value for everyone who have a strong habit to study on their own and wish to be able to communicate after a considerably short time of learning. The contents of this handbook are ideal for all those who cannot afford to waste time and money. To show in an understandable way *"How to learn the English language very quickly"*, and *"what has to be learnt"*, that is the main goal of this book. With the publication of this handbook, I follow the expressed wishes of my students and colleagues, who want to know more about the amazingly *simple grammatical principles* and useful *learning tricks* with which I usually catch the students' attention already in their first English lesson. Especially the less gifted students win new confidence after years of failure, when they realise that they can learn seemingly complicated grammar features *through a simple eye-opening experience* within a few minutes. Grammar loses its horrors, when presented in an *entire overview* and with the right explanations.

Creating this book imposed several difficulties on me. I did not just unquestioned write what other authors copy from earlier writers. Lots of patterns and grammar rules remain a mystery to many students and teachers, partly because they are badly explained, because some of them are wrong, and because grammar features are given to learners in tiny titbits, suggesting that learners are not capable to swallow the entire feature of a system in one bite. I tell you: This is definitely a wrong assumption that gives our learners no credit at all!

Even my youngest learners, for example, understand the English Verb tense system very well when they learn the entire system in a handful of logical steps that enables them to use the tenses in an instant. Example of the first stage: The ***Simple tenses*** have to be learnt in only "one package": The *Present tense* (I drive or I do drive) and *Past tense* (I drove or I did drive) build the "Present-Past **Pair**"; the *Future tense* (I will drive) and the *Future tense in the Past* (I would drive) build the same sort of "Present-Past **Pair**". All other tense forms should be learnt in the same way as they follow this pattern (By the way, ***did*** is a roundabout expression to avoid irregular Past forms in an effective way to animate learners to speak without long thinking!)

A certain thing that hampers the learner's efforts gravely is the **names** we teachers give **grammar features**. Here a typical example from the Verb grammar. Teachers try to explain Verb tenses by using **useless names** such as Future I or Future II, Conditional I or Conditional II, or the "Present Conditional" which is the most ridiculous name imaginable because it is no "*Present* tense" at all! Deliberately, I avoid any of those names, particularly when explaining the most complex grammar part in English: the Verb. **Naming Verb tenses logically** is very important, because it prevents learners from getting confused. Always name the **Aspect**(s) first because this determines the Verb tense's range of usage, then the time: ***Perfect Continuous*** *Past tense*.

I was confronted with another question: "What must be avoided in this

book?" Answer: Anything that has no practical value and does not really enhance the learner's skill to use English. Anything that is not clear and comprehensible. So I avoided "scientific language" when ever this was possible. I used special words only when I could not avoid them. I did not use abbreviations or other short forms because they are obstacles to fluent reading and they are tiresome. I did not use many footnotes but I explained extra features right on the spot. This brought to me then the most important question "What must be put in this book?" Here I had to decide whether to address experts or just everybody who is interested in English. I decided for everybody. Consequently, I focussed on topics of interest and anything that might help learners to improve their skills. Therefore I have mentioned difficult features for several times and in different arrangements. I included a glossary of linguistics and grammar which explains to you some difficult words and features (in English, Chinese and Pinyin).

Learning a new language successfully and quickly requires a considerable degree of will. Learning a new language has not only to do with grammar, structure and vocabulary. The origin, history and basic meaning of words, which are rarely mentioned at school, catch great interest, because they do not only make vocabulary easily understandable, but also show geographical, historical and cultural facts in a *logical context*. Students are especially excited when they see that they can use the contents of my lessons in daily life. They gain useful skills and general knowledge!

Learning a language is commonly subdivided into four distinguished tasks: The **input** tasks *Listening* and *Reading*, and the **output** tasks

Speaking and *Writing*. It is useful to understand the difference between *Listening* and *Reading* in contrast to *Speaking* and *Writing*. English has a very rich vocabulary. Good dictionaries contain over 250,000 words. This is not encouraging for someone who is learning English as a foreign language. To operate extensive reading without a dictionary, we need a relatively large vocabulary of about 20,000 words and *metaphors*. We also need to be familiar with a large number of grammatical *peculiarities*, so that we may know them if they have any meaning. You can lose a lot of time in learning, when you do not know what these differences mean, and when you work under the assumption that learning to understand a new language and express yourself in it is the same. Learning to **speak English is definitively easier than to understand it**!

In order to have a *decent conversation*, a very small number of words is sufficient. In the early 20th century, the British linguist Charles Kay Ogden from the University of Cambridge analysed how English native speakers use their language. He came to the astonishing conclusion that most people (even highly educated people) use hardly more than 1,000 words in any *daily conversation*. He was baffled when he found out how they do it. Most English speakers use about **30 Basic Verbs** of which they frequently form only so-called *"Verbal Phrases"*, combinations of a Verb with a Direction Word, an Adverb or a Noun. Therefore I have decided to show the meaning of Prepositions and how Basic English works. The additional display of the 32 basic grammar rules will help you to use English effectively.

Lord Henfield, London 2018.
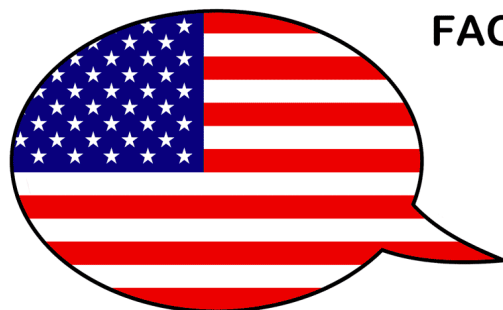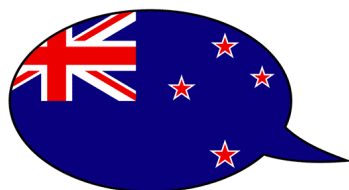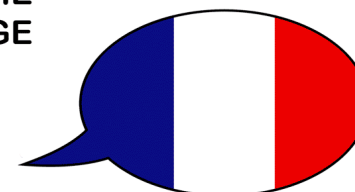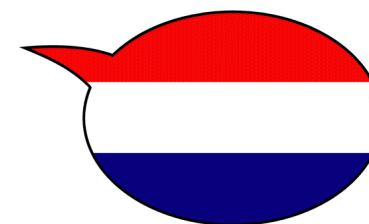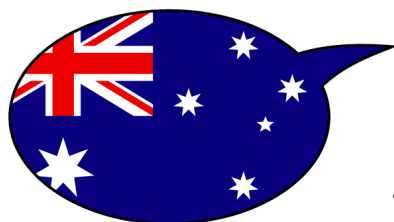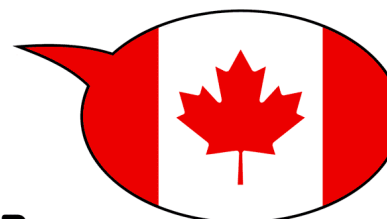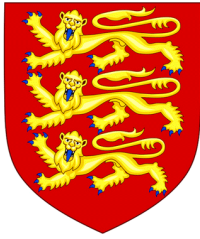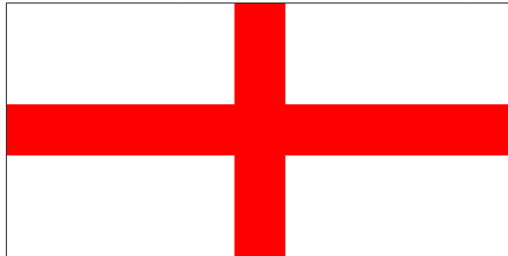
England

The United Kingdom of Great Britain and Northern Ireland
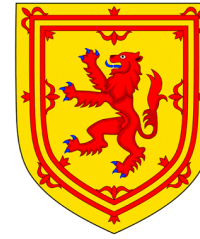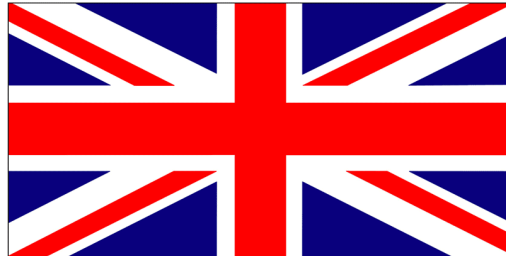
Scotland

The Republic of Ireland
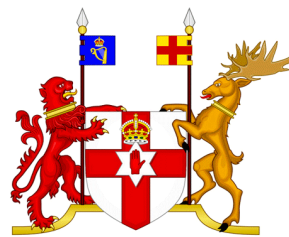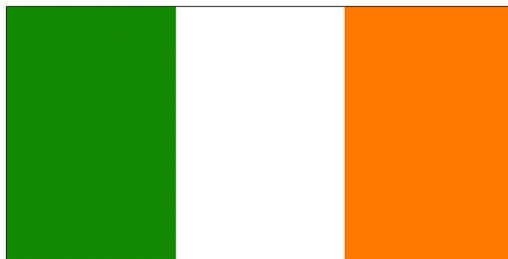
Northern Ireland

Wales
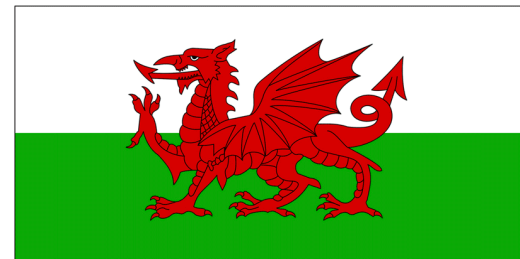
The coat-of-arms and flags of those nations who spread English over all the planet. The United Kingdom consists of England, Wales, Scotland and Northern Ireland. The Republic of Ireland is independent today.

WHAT EXACTLY IS THE ENGLISH LANGUAGE?

English is a West Germanic language that was first spoken in England since the 5th century. Up to that point, the native population in *Roman Britain* had spoken *Celtic* languages that were then pushed by English to the margins of the British Isles. English got its name from one of the Germanic tribes, the **Angles**, that came to England. The Angles came from the **Anglia** area (Angeln) near Flensburg in Northern Germany. The names *England* (from **Anglaland** "Land of the Angles") and *English* derived from the Old English name **Anglisc** or **Englisc** of this tribe–although *Saxons*, *Jutes* and a range of other *Germanic* peoples also moved to Britain. English is closely related to the Frisian, Dutch and Low German languages, but its vocabulary has been significantly influenced by Norse and Danish (the Germanic Viking languages), as well as by Roman / Latin and the *Romance* language French.

Significance In The World

English is the third most widely spoken native language in the world, after Mandarin Chinese and Spanish. Modern English spread beyond the *British Isles* with the growth of the British Empire, and by the late 19th century its reach was truly global. Following the British colonisation of North America, it became the dominant language in the United States and in Canada. The growing economic and cultural influence of the United States and her status as a global superpower since World War II has significantly accelerated the language's spread across the planet. A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine, engineering and computing. As a consequence, over 2000 million people use or speak English as second language now. It is widely learnt as a second language and used as an official language in many areas, countries and world organisations such as the United Nations.

1600 Years Of Development

English, as *Anglo-Saxon* dialects, was brought to *Britain* after the fall of the Western Roman Empire in the early 5th century by Germanic settlers from various parts of what is now northwest *Germany*, *Denmark* and *the Netherlands*. *Old English* (Anglo-Saxon) was later transformed by two waves of invasion. The first was by speakers of the *North Germanic language* branch when the *Vikings* started the conquering and colonisation of northern parts of the British Isles in the 8th and 9th centuries. (At that time the Vikings also settled in northern France, but here they adopted the *Old French* language. Those people were called "*Normans*" "men from the north" and this gave their new homeland its name: Normandy.) Modern English grammar is the result of the clash of the two Germanic languages *Anglo-Saxon* and Norse which were very similar in vocabulary, but the words often had identical endings with diverse meanings. This made the endings useless and caused misunderstanding. The people began to *drop the endings* and *used prepositions instead*. This process, that took about two or three generations, gradually changed Old English from a typical Indo-European language with a rich *inflectional morphology* and relatively free word order, to a mostly *analytic language* with little inflection, a fairly fixed SVO word order and a complex syntax. More

than other languages, Modern English relies on Helper Verbs and word order for the expression of complex tenses, aspect and mood, as well as passive constructions, interrogatives and some negation.

The second great change was caused by the Romance language *Old French* that came with the *Norman conquest* to England in the 11th century. During the next 300 years, four main languages existed alongside each other in England: *Latin*, the language of the Church, then a mix of *Old-English* and the *Viking language*, as well as *Norman Old-French*. The Norman Old-French language introduced in this time a layer of words, especially via the courts and government. Vocabulary and spelling conventions began to give the superficial appearance of a close relationship with Romance languages to what had now become *Middle English*, the language of Geoffrey Chaucer.

The third big change came in the 15th century. Throughout a time that lasted for about 1000 years, from the fall of the western part of the *Roman Empire* to the *Renaissance*, the Latin language remained the *lingua franca* of European intellectual life and the Church. *Classic Latin*, the language of Livius, Cicero and other famous writers died during the expansion of the Roman Empire as the living language of the people. The spoken language of the Roman people was already at Julius Caesar's time so different from *Classic Latin* as Ancient Chinese of the Tang Dynasty was from modern Mandarin Chinese. The people spoke a kind of *Vulgar-Latin* that was to become Italian, Romanian, Spanish, Portuguese, and French. Nonetheless, Classic Latin was the common language of the powerful *Roman Catholic Church* and continued to be the most important Language in writing.

Most books published by the church were in Latin. Hundreds of scriptors copied each volume by hand. The invention of the *movable type printing* process by *Johannes Gutenberg* changed all this. Books could be copied rapidly now and became cheaper. The people began to print Books in their own language. The Church lost its power by these events and the Latin language was doomed. From now on, Latin had to play a new role, it was used as *reservoir* for new words. In all *European languages*, new words from *Latin* were borrowed in order to refer to things or concepts for which there was no existing word in the native languages. Another historical event was the so-called "*Great Sound Shift*" in the 15th century that marks the emergence of *Modern English* from *Middle English*. In this period, the vowels and many consonants changed their sounds, but the spelling remained the old one. This explains the great difference between writing and speaking. A true spelling reform – that would deserve this name – has never taken place. The modern English orthography, which includes the works of *William Shakespeare* and the *King James Bible*, is generally dated from about 1550, and when the United Kingdom became a colonial power, English served as the *lingua franca* in all the colonies of the British Empire.

In the 20th century, after the *colonial period*, some of the newly created nations, which had several native languages, continued to use English as a unifying language to avoid political difficulties. As a result of the growth of the British Empire, English was adopted in North America, India, Africa, Australia and many other regions, a trend that extended with the emergence of the United States as a superpower during World War I and II.

Origin Of The Vocabulary

The English vocabulary has changed considerably over the centuries. English can trace back its origin through the Germanic branch to a *Proto-Indo-European* language which was also the ancestor of Latin and Greek. Such words include the basic Pronouns *I*, from Old English *ic*, (German *ich*, Gothic *ik*, Latin *ego*, Greek *ego*), *me* (German *mich*, *mir*, Gothic *mik*, *mis*, Latin *me*, Greek *eme*), numbers (e.g. *one*, *two*, *three*, Dutch *een*, *twee*, *drie*, German *eins*, *zwei*, *drei*, Gothic *ains*, *twai*, *threis* (þreis), Latin *unus*, *duo*, *tres*, Greek *oinos*, *duo*, *treis*), common family relationships such as *mother*, *father*, *brother*, *sister*, etc. (German mutter, Dutch moeder, Greek meter, Latin mater), names of many animals (German *maus*, Dutch *muis*, Sanskrit *mus*, Greek *mus*, Latin *mus*; English *mouse*), and many common Verbs (Old High German *knajan*, Old Norse *kna*, Greek *gignomi*, Latin *gnoscere*, English *know*).

Germanic words in English tend to be shorter than *Latin* words, and they remain to be more common in ordinary speech. They include nearly all the basic Pronouns, Prepositions, Conjunctions, Modal Verbs etc. that form the basis of English *syntax* and grammar. In the period of *Middle English* a lot of these words became shorter within their *stem* (e.g. Old-English heafod > Modern English head, Old-English sawol > Modern English soul) and they lost their final syllables because they had become so similar that they could not convey a distinguished meaning any longer. Independent Prepositions took over their place. This is the reason why Germanic words appear to be shorter than words of Latin origin.

By losing their endings the Old English words also lost their ability to produce new word creations on their own. And this is the main reason why English took on many French words after the Norman Conquest. Most of the Old English words devoted to literature, arts, and science ceased to be productive when they fell into disuse. Only the shorter, more direct, words of Old English tended to pass into the Modern language. Consequently, those words which are regarded as *elegant* or *educated* in Modern English are usually from French or Latin. However, the excessive use of *Latinate* words is considered at times to be either *pretentious* or an attempt to *obfuscate* an issue.

An English speaker is in many cases able to choose between *Germanic* and *Latinate synonyms*: *come* or *arrive*; *sight* or *vision*; *freedom* or *liberty*. In some cases, there is a choice between a Germanic derived word (*oversee*), a Latin derived word (*supervise*), and a French word derived from the same Latin word (*survey*); or even words derived from *Norman* French (e.g., *warranty*) and *Parisian* French (*guarantee*), and even choices involving multiple Germanic and Latinate sources are possible: *sickness* (Old English), *ill* (Old Norse), *infirmity* (French), *affliction* (Latin). Such synonyms *harbour* a variety of *different meanings* and *nuances.*

The words in matters of *cuisine* are often not *interchangeable*. The Nouns for meats are commonly different from, and unrelated to, those for the living animal commonly having a Germanic name and the meat having a French-derived name. Examples include: *deer* and *venison*; *cow* and *beef*; *swine / pig* and *pork*; and *sheep / lamb* and *mutton*. This is a result of the aftermath of the Norman conquest of England,

where the French-speaking Norman elite were the consumers and went to the English speaking Anglo-Saxon producers, shops and markets to buy meat, of course, by talking in French.

There are Roman words that are used in everyday speech and no longer appear Roman to us anymore. Oftentimes they have no Germanic equivalents. For instance, the words *mountain*, *valley*, *river*, *aunt*, *uncle*, *move*, *use*, *push* and *stay* ("to remain") are Roman. Likewise, the inverse can occur: *acknowledge*, *meaningful*, *understanding*, *mindful*, *behaviour*, *forbearance*, *behoove*, *forestall*, *allay*, *rhyme*, *starvation*, *embodiment* come from Anglo-Saxon, and *allegiance*, *abandonment*, *debutant*, *feudalism*, *seizure*, *guarantee*, *disregard*, *wardrobe*, *disenfranchise*, *disarray*, *bandolier*, *bourgeoisie*, *debauchery*, *performance*, *furniture*, *gallantry* are of Germanic origin, usually through the Germanic element in French, so it is oftentimes impossible to know the origin of a word based on its register.

English has a vast vocabulary, and counting exactly how many words it has is impossible. English has so many words because it easily accepts technical terms into common usage and often imports new words and phrases from other languages. Examples of this phenomenon include contemporary words such as *cookie*, *Internet* and *URL* (technical terms), as well as "genre", "kindergarten", "lingua franca" and "amigo" (imported words / phrases from French, German, Italian, and Spanish, respectively). In addition, slang often provides new meanings for old words and phrases. In fact, this fluidity is so pronounced that a distinction often needs to be made between formal forms of English and contemporary usage.
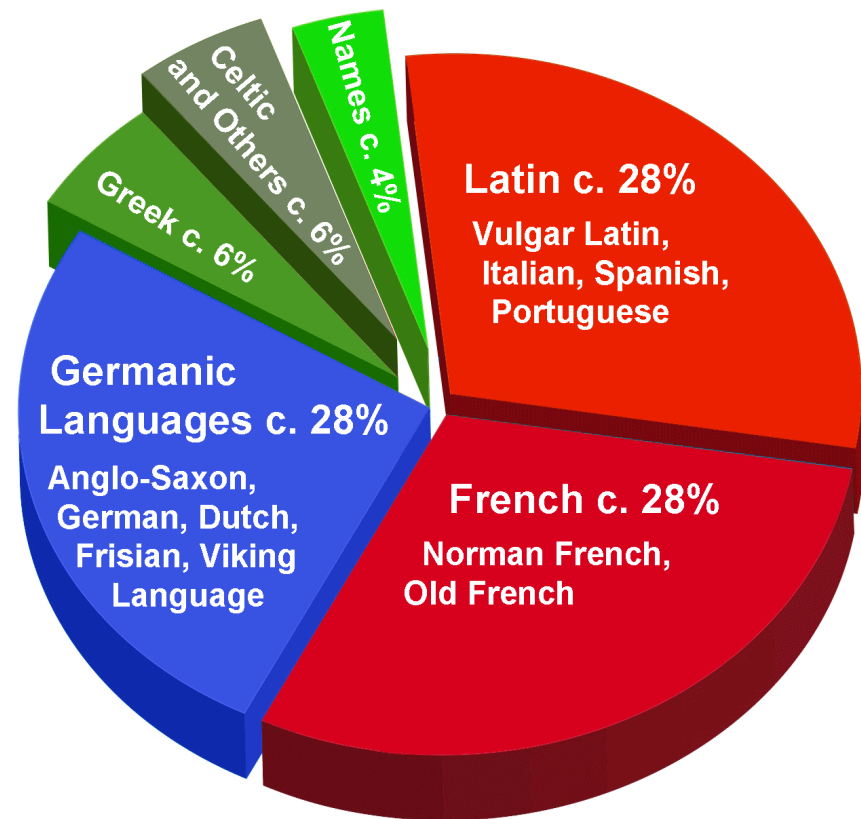
This pie-chart shows the origin of the English language in an estimated percentage. The Germanic languages build the inner core of the English language with which we express feelings and things in our daily life. The French vocabulary surrounds that core and is used in high standard language, cuisine, law and government. The Latin and Greek words are mainly in use for everything that has to do with church, education, and science.

Geographical Distribution

Approximately 400 million people in over 60 countries speak English as their first language. Today, English is probably the third largest language by number of native speakers, after Mandarin Chinese and Spanish. However, when combining native and non-native speakers it is the most frequently spoken language in the world.

	Rank and Country	Population	All English speakers	In (%)	As first language
	Fluent English Speakers per Country (in Numbers)				
1	United States	326,000,000	303,000,000	95.5	235,000,000
2	India	1,355,000,000	135,000,000	10.0	230,000
3	Pakistan	212,500,000	90,000,000	45.0	15,800,000
4	Philippines	101,500,000	89,800,000	91.3	37,000
5	Nigeria	186,500,000	79,000,000	45.0	
6	United Kingdom	65,650,000	60,500,000	97.8	54,400,000
7	Germany	82,800,000	56,000,000	70.1	300,000
8	Bangladesh	163,500,000	30,000,000	18.0	700,000
9	Canada	35,160,000	28,800,000	85.6	19,000,000
10	Egypt	83,289,500	28,100,000	35.0	
11	France	65,350,000	23,000,000	39.0	
12	Australia	24,700,000	22,000,000	97.0	15,030,000
13	Ghana	27,000,000	18,000,000	66.7	
14	Thailand	68,900,000	17,200,000	27.1	
15	Italy	60,600,000	17,000,000	34.3	
16	South Africa	55,000,000	16,000,000	30.0	3,950,000
17	Mexico	120,500,000	15,700,000	12.3	
18	Malaysia	32,000,000	15,600,000	62.3	380,000
19	Netherlands	17,165,000	15,500,000	90.1	
26	China	1,403,000,000	12,000,000	<1	

The countries with the highest populations of native English speakers are, in descending order: *United States* (235 million), *United Kingdom* (54 million), *Canada* (19 million), *Australia* (15 million), *Ireland* (4.2 million), *New Zealand* (3.96 million), and *South Africa* (3.95 million). Countries such as the *Philippines*, *Jamaica* and *Germany* also have native speakers of several different dialects ranging from an English creole to a standard version of English. Of those nations where English is spoken as a second language, *India* has the most such speakers ("Indian English").

Countries Where English Is A Major Language

English is the primary language in Anguilla, Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Bermuda, the British Indian Ocean Territory, the British Virgin Islands, Canada, the Cayman Islands, Dominica, the Falkland Islands, Gibraltar, Grenada, Guam, Guernsey, Guyana, Ireland, the Isle of Man, Jamaica, Jersey, Montserrat, Nauru, New Zealand, Pitcairn Islands, Saint Helena, Ascension and Tristan da Cunha, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Singapore, South Georgia and the South Sandwich Islands, Trinidad and Tobago, the United Kingdom and the United States.

English is not an official language in either the United States or the United Kingdom. Although the United States federal government has no official languages, English has been given official status by 30 of the 50 state governments. English is also an important language in several former colonies and protectorates of the United Kingdom,

such as Bahrain, *Bangladesh*, Brunei, Cyprus, *Malaysia*, *Pakistan*, and the United Arab Emirates. English is not an official language of Israel, but is taken as a required second language at all schools and therefore widely spoken.

English As A Global Language

Because English is so widely spoken, it has often been referred to as the "world language" of the modern era, although it has no official status in most countries, it is currently the language most often taught as a foreign language. Some linguists believe that it is no longer the exclusive cultural property of "native English speakers", but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications. English is an official language of many international organisations and the main language of business.

English is the language most often studied as a foreign language in Europe, by 89% of schoolchildren, ahead of French at 32%, while the perception of the usefulness of foreign languages is about 70% in favour of English ahead of 25% for French or German. The following facts may surprise some readers: In some non-English speaking countries, a large percentage of the population are fluent in English – in particular: around 90% in *Norway*, *Sweden*, *Denmark*, *the Netherlands*, and about 70/% in *Germany*, *Austria* and *Finland*. English education rank highest in these countries. Their university courses in are run in English. In Germany, curricula of science and engineering have the highest quality with the lowest costs and fees.

	Fluent English Speakers per Country (in Percentage)				
	Rank and Country	*Population*	*All English speakers*	*In (%)*	*As first language*
1	Republic of Ireland	4,762,000	4,450,000	**98.4**	4,230,000
2	New Zealand	4,828,000	4,670,000	**97.8**	3,960,000
3	United Kingdom	65,650,000	60,500,000	**97.8**	54,400,000
4	Jamaica	2,880,000	2,700,000	**97.6**	47,000
5	Australia	24,700,000	22,000,000	**97.0**	15,030,000
6	United States	326,000,000	303,000,000	**95.5**	235,000,000
7	Philippines	101,500,000	89,800,000	**91.3**	37,000
8	Netherlands	17,165,000	15,500,000	**90.1**	
9	Norway	5,267,000	4,850,000	**90.0**	
10	Guyana	774,000	696,000	**89.7**	660,000
11	Trinidad & Tobago	1,353,000	1,215,000	**87.8**	1,150,000
12	Denmark	5,748,000	4,940,000	**86.0**	
13	Sweden	10,066,000	8,400,000	**86.0**	
14	Canada	35,160,000	28,800,000	**85.6**	19,000,000
15	Israel	7,303,000	6,205,000	**85.1**	100,000
16	Sierra Leone	5,866,000	4,900,000	**83.5**	500,000
17	Singapore	5,607,500	4,234,000	**83.1**	1,882,000
18	Liberia	3,750,000	3,100,000	**82.6**	600,000
19	Germany	82,500,000	56,000,000	**70.1**	300,000
124	China	1,403,000,000	12,000,000	**<1**	

Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with an estimation that 95% of all articles are written in English, even though only half of them came from authors in English-speaking countries. It is believed that now a lot more than half of the World's publications in English are written by authors whose native language is not English.

The English Parts of Speech

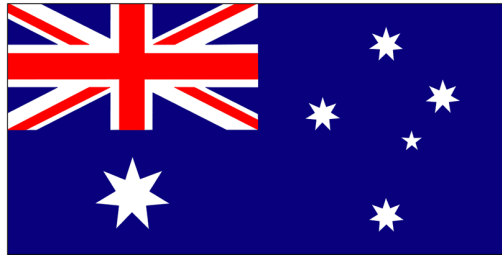|		
Noun for Things	Verb	Present Tense
Abstract Noun	Noun	Past Tense
Noun for Male	Adjective	Present Participle
Noun for Female	Adverb	Past Participle
Countable Noun	Determiner	Continuous Aspect
Uncountable Noun	Pronoun	Perfect Aspect
Proper Name	Preposition	Active Voice
Outside Noun	Conjunction	Passive Voice

The Commonwealth of Australia

The United States of America
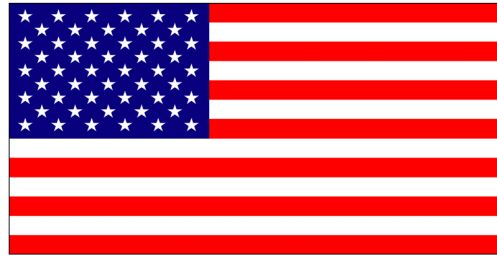
New Zealand
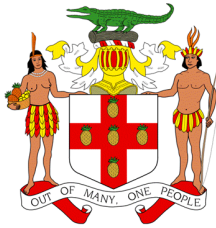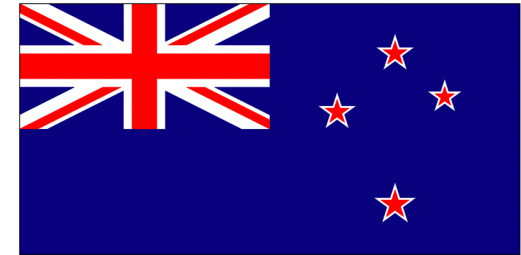
Jamaica

Canada

The Republic of South Africa

The United States, Canada, Australia and New Zealand are the main inheritors of British culture. Jamaica and South Africa symbolise all those non-British nations that are part of British culture with their English.

WORD CLASS OR PART OF SPEECH

In grammar, a *classification* or *part of speech* (also a word class, a lexical class, or a lexical category) is a linguistic *category* of words (or more precisely lexical items), which is generally defined by the way a word behaves in a sentence or in its form. Almost all languages have the lexical categories *Noun* and *Verb*, but beyond these there are significant variations in different languages. English words have been traditionally classified into these eight lexical categories, or parts of speech (and are still done so in most dictionaries):

Noun: any abstract or concrete entity; a person (police officer, Michael), place (coastline, London), thing (necktie, television), idea (happiness), or quality (bravery)
Determiners are Articles or other words that can specify a Noun.
Pronoun: any substitute for a Noun or Noun phrase (you, we, them)
Adjective: any qualifier of a Noun (big, small, brave, happy, my)
Verb: any action (walk), occurrence (happen), or state of being (be)
Adverb: any qualifier that specifies an Adjective, Verb, clause, sentence, or other Adverb (very, today, yesterday, next week)
Preposition: any establisher of relation and syntactic context (in, to)
Conjunction: any syntactic connector (and, but, if, although)

Linguists may recognise that the above list of eight word classes is drastically simplified and artificial. For example, *"Adverb"* is to some extent a catch-all class that includes words with many different functions. Although these eight are the traditional eight English parts of speech, modern linguists have been able to classify English words into even more specific categories and subcategories based on function. **Interjections** and **Sound words** have special qualities. Sound words describe or imitate human or non-human sounds and can belong to different parts of speech such as Nouns, Verbs or others. This is why I treat them separately. Generally, I display words here not in a scientific manner but according to their practical use!

The four main parts of speech in English, namely *Nouns*, *Verbs*, *Adjectives* and *Adverbs*, are labelled form classes as well. Anyhow, neither written nor spoken English generally marks words as belonging to one part of speech or another, as they tend to be understood in the context of the sentence. Words like *neigh*, *break*, *outlaw*, *laser*, *microwave*, and *telephone* might all be either Verbs or Nouns. Although *-ly* is a frequent Adverb marker, not all Adverbs end in *-ly* (*-wise* is another common Adverb marker), and not all words ending in *-ly* are Adverbs. For instance, *tomorrow*, *fast*, *very* can all be Adverbs, while *early*, *friendly*, *ugly* are all Adjectives (though *early* can also function as an Adverb). Verbs can also be used as Adjectives (e.g. "*The astonished child watched the spectacle unfold*" instead of the Verb usage "*The unfolding spectacle astonished the child*"). In such cases, the Verb is in its *Present Participle* form. In certain circumstances, even words with grammatical functions can be used as Verbs or Nouns, as in, "We must look to the *hows* and not just the *whys*."

In my glossary, however, I use a functional classification: *General terms* (linguistics, grammar, pronunciation, plural etc.), *Grammar features* connected to *Nouns* (Pronouns and Adjectives), to *Verbs* (and Adverbs), and to *Sentences* (Conjunction, Subject, Object etc.)

The 8 Main Parts of Speech

ADVERB

PREPOSITION

PRONOUN

NOUN

PARTS
OF
SPEECH

VERB

DETERMINER

CONJUNCTION

ADJECTIVE

Properties of the Parts of Speech

INDEFINITE

POSITIVE

IRREGULARITY

NUMBER

PARTS
OF
SPEECH

GENDER

COMPARISON

NEGATIVE

DEFINITE
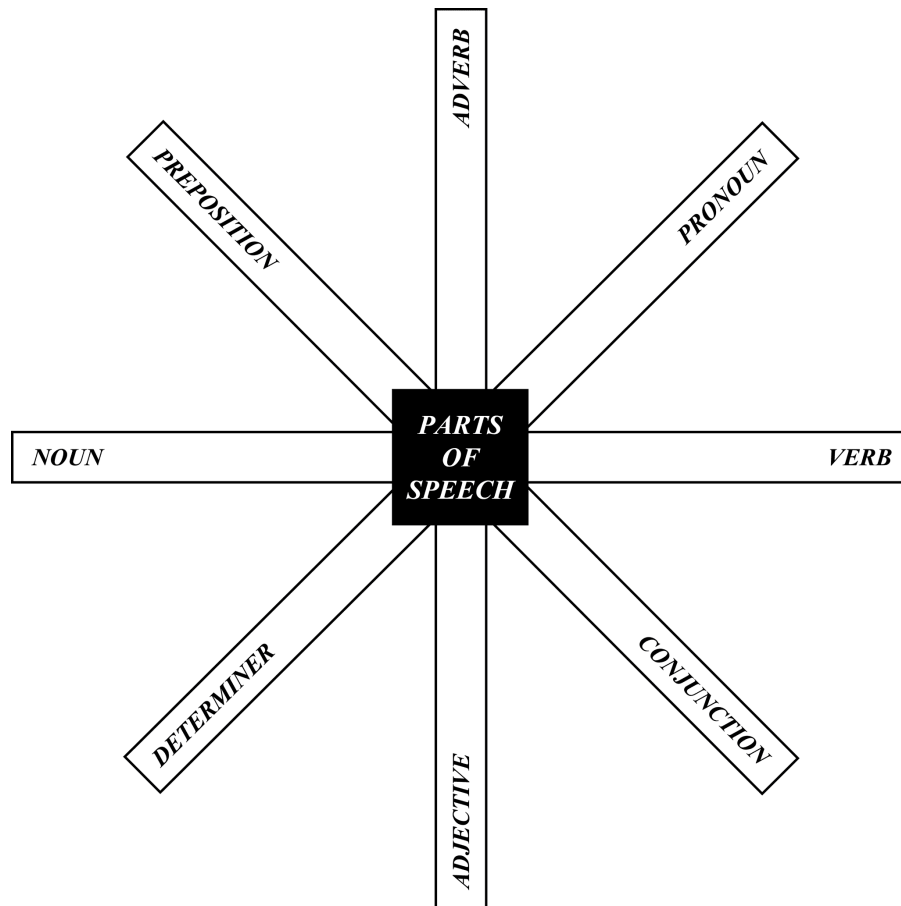
With over 90%, the **Noun** represents the largest word group in the English language. **Pronouns** can be used instead of a Noun *(you, we, them, this, that, what, why, who, whom, whose)*. **Determiners**, **Articles**, **Measure words** or other **Qualifiers** can describe a Noun. **Adjectives** too can describe a Noun and can build **Adverbs**. Adverbs and Adjectives share the same **Comparatives** and **Superlatives**.

With **Number** we mean **Singular** or **Plural**. Many words can be **irregular**, such as **Plural Nouns** or **Verbs** in their **Past** form and their **Past Participle**. **Pronouns** and **Articles** can be **definite** or **indefinite**. The **negative** form of a **Noun** is shown by "**no**", while "**not**" stands for the **negative** of **Adjectives**. Nouns for humans and animals can have also a **female** form: *man - woman, Mr - Mrs*, etc.

The 8 Main Variations of the Noun

Important Describers of a Noun
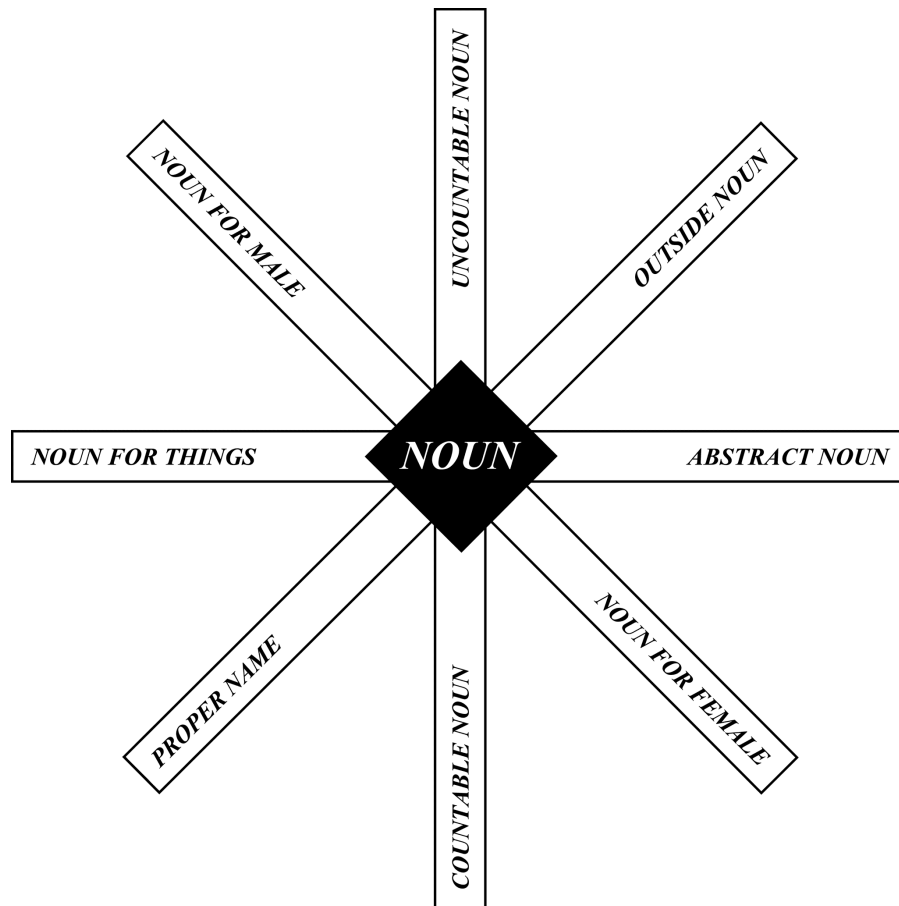
A **Noun** can express things in different ways. There are **Nouns for Things** or Objects and **Abstract Nouns** which name intellectual ideas or thoughts; **Names** are also Nouns. **Outside Nouns** are Nouns made from other kind of words, such as **from Verbs**: *the* swim, swimm**ing**, the *swimmer*; **from Adjectives**: *greatness*; and Nouns can distinguish male from female: *actor - actress, tiger - tigress.*

Directly before the Noun, we can place any **Describer** words such as the **Article:** *a*, *an*, *the* and *no*; **Demonstrative:** *this*, *these*, *that*, *those*; **Number:** *one*, *two*, *first*, *second*, *last*; **Possessive:** *my*, *your*, *our*; Any kind of common **Adjective:** *good*, *late*, *much*, *many*; **Comparative:** *better*, *more*, *less*; **Superlative:** *best*, *last*, *most*, *least*; **Measure words:** *a piece of*, *plenty of*, *a lot of*; **Quantifiers:** *any*, *some*, *not any*.

The 8 Main Verb Forms

PERFECT ASPECT

ACTIVE VOICE

PAST PARTICIPLE

PRESENT TENSE — **VERB** — PAST TENSE

PRESENT PARTICIPLE

CONTINUOUS ASPECT

PASSIVE VOICE

Main Properties of the Verb

IMPERATIVE FORM

SINGULAR

INTRANSITIVE PROPERTY

INDICATIVE MOOD — **VERB** — SUBJUNCTIVE MOOD

TRANSITIVE PROPERTY

INFINITIVE FORM

PLURAL
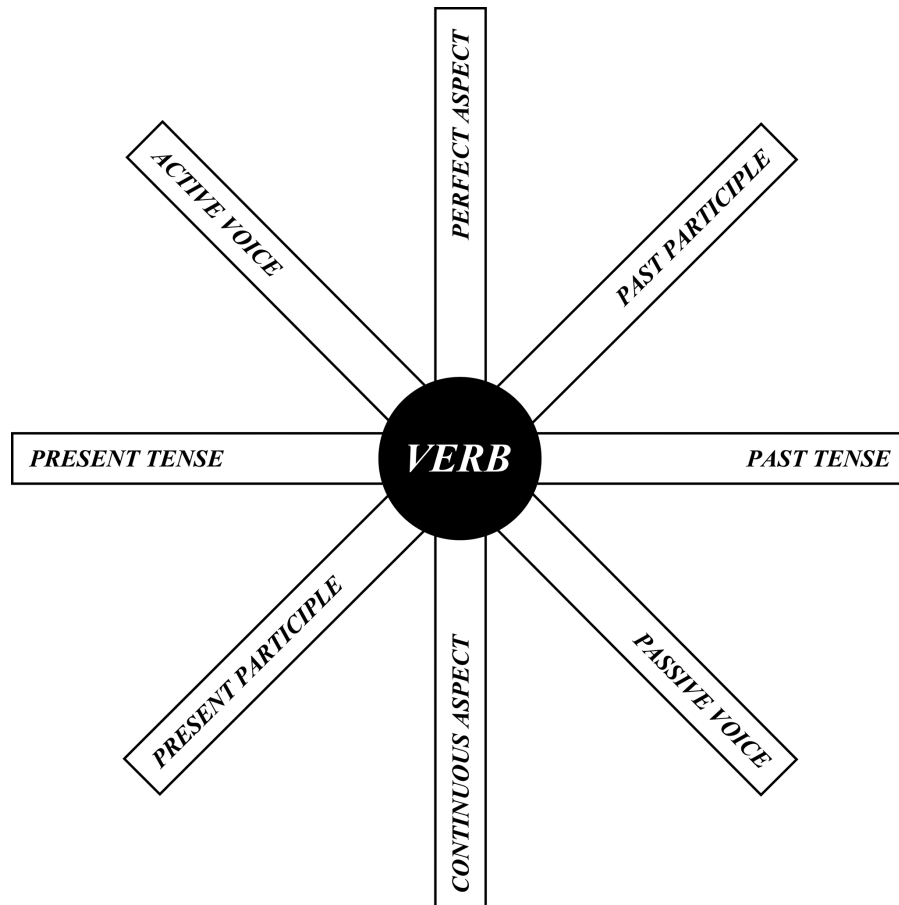
The English **Verb** is based on "2". It means, it has always a pair: When there is a **Present tense**, there must be a **Past tense**. A Verb has a **Present Participle**, but also a **Past Participle**. Verbs can express **Active Voice**, but also also **Passive Voice**. When a Verb has a **Perfect Aspect**, it must have a **Continuous Aspect**.

When there is an **Infinitive**, there is an **Imperative** form. We have **Auxiliary** Verbs, but **Modal** Verbs too. We have an **Indicative Mood**, but also a **Subjunctive Mood**. There are Verbs with **Transitive** Properties, as well as Verbs with **Intransitive** Properties. And when there is a **Singular** form, there must be a **Plural** form too.

GLOSSARY OF ESSENTIAL GRAMMAR TERMS
(专业词汇术语及语法必备)

You will be surprised to see this glossary at the beginning of our grammar chapter rather than at the end of it. The reason for this decision is a simple and logical one: We must learn some grammar words first, when we want to understand the English language.

Most grammar terms belong to the international vocabulary and therefore they are used – or at least well-known – in all western languages. Teachers and students are advised to use these English terms, because it is unlikely that any foreign teacher knows the grammar terms in your native language.

The most important grammar terms are printed with <u>underlined</u> letters. It might be a good idea to teach the meaning of them in the very first lesson, because the general concept of Chinese and English grammar can be pretty different. All names are given in English, Chinese and Pinyin, as well as in a plain English explanation.

1. General Terms Of Linguistics
(与词汇相关的语法) (Alphabetical order)

ACCENT (口音 **kǒuyīn**) is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may identify the location in which its speakers live (a regional or geographical accent), their ethnicity or social status (a social accent), or influence from their first language (a foreign accent).

AGREE (to) (保持性、数一致 **bǎochí xìng、shù yīzhì**) to change Word Endings or Forms according to whether you are referring to Masculine, Feminine, Neutral, Singular or Plural people or things.

AGREEMENT (性、数一致 **xìng、shù yīzhì**) changing Word Endings according to whether you are referring to Masculine, Feminine, Singular or Plural people or things.

ALPHABET (字母系统 **zìmǔ xìtǒng**) the English Alphabet came from the Roman Alphabet and has 26 letters: *Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz.*

APOSTROPHE ' (撇号/表示归属 **piēhào / biǎoshì guīshǔ**) a little sign (a denotation) used in so-called contractions, when two words become one, as in, *Danielle's dog, the doctor's wife, the book's cover, I'm happy, It's his turn, you're busy, we'd leave, I'll do that, and so on.*

CAPITAL LETTER or Upper Case (Letter) (大写字母 **dàxiě zìmǔ**) a Capital letter is the large letter of the Alphabet used at the begin of a Sentence, a name, title, and–occasionally–an emphasised word. See Lower Case.

CARDINAL NUMBER (基数词 **jīshù cí**) a Number used in counting, for example, *one*, *seven*, *ninety*. Compare with Ordinal Number.

CONSONANT (辅音 **fǔyīn**) a letter of the Alphabet which is not a Vowel: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*. The *y* is a *Greek i* and also used as a Vowel. Compare with Vowel.

CONTRACTION (缩写 **suōxiě**) to shorten or contract a Word or group of Words, often marked by an Apostrophe: *I've come* for *I have come*.

DIALECT (方言 **fāngyán**) a variety of a language that is a characteristic of a particular group of the language's speakers. The term is applied most often to regional speech patterns (Scottish English, Irish English, East-Coast American English, Mid-West American English), but a Dialect may also be the kind speach of a particular social class or a group of speakers that belong to a subculture.

EMPHASIS (强调 **qiángdiào**) a Form that makes the meaning stronger, for example, *I **do** go*, *I **did** go*; *I will go home*! > *I **am going to** go home*! *You must do the work*! > *You **have to** do the work*!.

ENDING or Suffix (后缀 **hòuzhuì**) a Form added to a Verb, to Adjectives and Nouns depending on whether they refer to Masculine, Feminine, Neutral, Singular or Plural things.

EXCLAMATION (感叹词 **gǎntàncí**) a Word, Phrase or Sentence that you use to show you are surprised, shocked, angry and so on, for example, *Oh!*; *How dare you!*; *What a surprise!*

LOWER CASE (LETTER) (小写字母 **xiǎoxiě zìmǔ**) the *small letter* of the Alphabet. Most Words are written with *small letters* except names and titles. Compare with Capital Letter.

NEGATIVE (否定 **fǒudìng**) a Question or Statement which contains a Word such as *not*, *never* or *nothing*, and is used to say that something is not happening, is not true or is absent. Negative is the Opposite of Positive. Example: *I never eat meat*; *Do you not love me?* Compare with Neutral and Positive.

NEUTRAL (中性词 **zhōng xìngcí**) is neither Positive nor Negative, neither Male nor Female, neither Masculine nor Feminine. The Personal Pronoun *it* or *its* is considered to be Neutral. The number *0* (zero) is Neutral, because there always can be a Number which is greater than *0* (3, for example) but also one which smaller than *0* (0.5 or -5 or a half, for example)

NUMBER (数量 **shùliàng**) used to say how many things you are referring to or where something comes in a sequence. See also Cardinal Number and Ordinal Number.

OPPOSITE (反义词 **fǎnyìcí**) is a Word that describes the contrary meaning of a Word: the Opposite of *good* is *bad* or **not** *good*; The Opposite of *Positive* is *Negative*; The Opposite of *affirmative* is *negation*; the Opposite of *yes* is *no*, the Opposite of *first* is *last*.

ORDINAL NUMBER (序数词 **xù shùcí**) a Number used to indicate where something comes in an order or sequence, for example, *first*, *fifth*, *sixteenth*. Compare with Cardinal Number.

PART OF SPEECH (词性/词类 **cíxìng / cílèi**) a Word class, for example, Noun, Verb, Objective, Preposition, Pronoun.

PARTITIVE ARTICLE (部分冠词 **bùfēn guāncí**) the Words *some* or *any*, used to refer to part of a thing but not all of it, for example, *Have you got **any** money?*; *I am going to buy **some** bread*.

PLURAL (复数 **fùshù**) the Form of a Word which is used to refer to more than one person or thing. Compare with Singular: *book* > *book**s**, apple* > *apple**s**, foot* > *f**ee**t, man* > *m**e**n, child* > *child**ren**, goose* > *g**ee**se*; *is* > ***are**, was* > ***were**, this* > ***these**, that* > ***those***.

POSITIVE (肯定 **kěn dìng**) is the Opposite of Negative. Compare with Negative and Neutral.

PREFIX (前缀 **qiánzhuì**) is a part that could be put at the beginning of a Word: *un*believable, *in*credible.

PREPOSITION (介词 **jiècí**) is a Word such as *of*, *for*, *with*, *into* or *from*, which is in English usually followed by a Noun, Pronoun or a Word Ending in *-ing*. Prepositions show how people and things relate to the rest of the Sentence, for example, *She's* ***at*** *home*; *A tool* ***for*** *cutting grass*; *It is* ***from*** *David*.

SINGULAR (单数可数名词 **dānshù kěshǔ míngcí**) the Form of a Word which is used to refer to one person or thing. The Form which you find in a dictionary is always the Singular Form. Compare with Plural.

SLANG (俚語 **lǐyǔ**) is the use of informal Words and expressions that are not considered Standard in the speaker's language or Dialect, but are considered acceptable in certain social settings. Slang are Words that are informal and may act as synonyms or may be used as a means of identifying with one's peers.

STEM (sometimes called Root or Base) (词根 **cígēn**) the main part of a Word to which Endings are added.

SUFFIX (后缀 **hòuzhuì**) See Ending.

SYLLABLE (音节 **yīnjié**) Consonant+Vowel units that make up the sounds of a Word, for example, ca-the-dral (3 Syllables), im-po-ssi-ble (4 Syllables).

UPPER CASE (大写字母 **dàxiě zìmǔ**) See Capital Letter

VOWEL (元音 **yuányīn**) one of the letters *a*, *e*, *i*, *o*, *u*. The *y* can also be a Vowel. Compare with Consonant.

WORD (字 **zì**) the smallest independent unit of a Sentence, Clause or Phrase. A Word has always a meaning. A single Syllable can be even smaller but often conveys no meaning, because it is not independent. However a Syllable can be a word.

2 *Grammar Features Connected To The Verb*
(与动词相关的语法**)** (**Coherent order**)

VERB (动词 **dòngcí**)

TENSE FORM (时态形式 **shítài xíngshì**)

BASE FORM or Infinitive (动词原形 **dòngcí yuánxíng**): drive

PRINCIPAL PARTS or Basic Forms (动词的主要部分 **dòngcí de zhǔyào bùfèn**): drive (drives), drove, driving, driven.

PRESENT PARTICIPLE (现在分词 **xiànzài fēncí**)

PAST PARTICIPLE (过去分词 **guòqù fēncí**)

HELPER VERB or Auxiliary Verb (助动词 **zhù dòngcí**)

MODAL VERB (情态动词 **qíngtài dòngcí**)

LORD HENFIELD'S LIST OF LOGICAL NAMES FOR VERB TENSES

Learning the English Verb tenses is a hard business for many students in China. From their old school times, students have the impression that English is a messy language. This has its origin in ineffective teaching methods and wrong grammar names used all the world over. Therefore we give you here a list of **logical names** and their closest Chinese translations. We can see that there is a very strict system behind the Verb tenses: We have **4 Aspects** and **4 Times**. **Each English Verb tense is always a mix of Aspect and Time!** It is never only the one or the other! The English Verb is based on "2": Simple--Perfect, Present--Past, Singular--Plural, Plain form--Continuous form, Active--Passive, Transitive--Intransitive, Imperative--Conditional, Indicative--Subjunctive.
The following list applies for the **16 Active Voice tenses** but also for the **16 Passive Voice** tenses. (A **Transitive Verb** can build all **32 Verb tenses** in Active and Passive Voices; an **Intransitive Verb** can build only **16 Active Voice** tenses!) Notice Rules of the **Verb Tense Agreement**: Verb Tenses with the number **1** (present forms) can be used in one sentence or paragraph together; the same applies for Verb tenses with the number **2** (past forms):

	Logical Name in English	中文的逻辑名称	Pinyin: zhōngwén de luójí míngchēng
1 **2** **1** **2**	**simple** present tense **simple** past tense **simple** future tense **simple** future past tense (simple conditional tense)	基础的现在时态 基础的过去时态 基础的未来时态 基础的未来过去时态 (基础的条件时态)	**jīchǔ** de xiànzài shítài **jīchǔ** de guòqù shítài **jīchǔ** de jiānglái shítài **jīchǔ** de jiānglái guòqù shítài (jīchǔ de tiáojiàn shítài)
1 **2** **1** **2**	**simple continuous** present tense **simple continuous** past tense **simple continuous** future tense **simple continuous** future past tense (simple continuous conditional tense)	基础进行的现在时态 基础进行的过去时态 基础进行的未来时态 基础进行的未来过去时态 (基础进行的条件时态)	**jīchǔ jìnxíng** de xiànzài shítài **jīchǔ jìnxíng** de guòqù shítài **jīchǔ jìnxíng** de jiānglái shítài **jīchǔ jìnxíng** de jiānglái guòqù shítài (jīchǔ jìnxíng de tiáojiàn shítài)
1 **2** **1** **2**	**perfect** present tense **perfect** past tense **perfect** future tense **perfect** future past tense (perfect conditional tense)	完成的现在时态 完成的过去时态 完成的未来时态 完成的未来过去时态 (完成的条件时态)	**wánchéng** de xiànzài shítài **wánchéng** de guòqù shítài **wánchéng** de jiānglái shítài **wánchéng** de jiānglái guòqù shítài (wánchéng de tiáojiàn shítài)
1 **2** **1** **2**	**perfect continuous** present tense **perfect continuous** past tense **perfect continuous** future tense **perfect continuous** future past tense (perfect continuous conditional tense)	完成进行的现在时态 完成进行的过去时态 完成进行的未来时态 完成进行的未来过去时态 (完成进行的条件时态)	**wánchéng jìnxíng** de xiànzài shítài **wánchéng jìnxíng** de guòqù shítài **wánchéng jìnxíng** de jiānglái shítài **wánchéng jìnxíng** de jiānglái guòqù shítài (wánchéng jìnxíng de tiáojiàn shítài)

INFINITIVE (动词不定式 **dòngcí bù dìngshì**).
1. There are **4 Infinitives** in the **Active Voice**: **Simple:** (to) drive;
Simple Continuous: (to) be driving; **Perfect:** (to) have driven;
Perfect Continuous: (to) have been driving;
2. And there are **another 4 Infinitives** in the **Passive Voice**: **Simple:**
(to) be driven; **Simple Continuous:** (to) be being driven; **Perfect:** (to)
have been driven; **Perfect Continuous:** (to) have been being driven.
3. So, there are **8** Infinitives in total, either with or without "to".

GERUND (动名词 **dòng míngcí**)
1. There are 2 Gerunds in the **Active Voice**: **Simple:** driving, **Perfect:**
having driven;
2. And there are another 2 Gerunds in the **Passive Voice**: **Simple:**
being driven; **Perfect:** having been driven.
3. So, there are **4** Gerunds in total.

INDICATIVE MOOD or Mode (指示性情绪 **zhǐshì xìng qíngxù**)

SUBJUNCTIVE MOOD or Mode (虚拟语气 **xūnǐ yǔqì**) (almost extinct
几乎灭绝了 jīhū mièjuéle) Present, all persons: "**be**"; Past, all persons:
"**were**". All other forms are like Indicative forms but the 3rd Person
Singular has no -s at the end.

TIME (时间 **shíjiān**, 时态 **shítài**) Every Verb in English has always 4
distinct times (made out of only 2 forms: Present form and Past form):
1. Present (indicates the Present time or Future time)
2. Past (indicates a time in the Past)
3. Future (indicates a time in the Future)
4. Future in the Past (for Assumption, Polite forms, Conditionals)

This applies to all the 4 distinct Aspects, and to the 2 Voices (Active,
Passive) too!

TENSE or Verb tense (时态 **shítài,** 动词时态 **dòngcí shítài**) Each and
every English Verb tense is **always a mix** of Aspect AND Time!

ASPECT (方面, 动词语法 **fāng miàn, dòngcí yǔfǎ**) There are 4
Aspects in English. An Aspect has NOTHING to do with time but
clarifies a certain Point of View of the speaker!
1. Simple (is about frequent, habitual facts or permanent, physical
states)
2. Simple Continuous (is an action that has not ended yet)
3. Perfect (begun in the past but effects the present time)
4. Perfect Continuous (action when something else happens)

VERB TENSE AGREEMENT * (动词紧张协议 **dòngcí jǐnzhāng xiéyì**)
It refers to the general rule that when we begin a sentence in Present,
we must stay in the Present. This applies also for entire paragraphs.
Easy guide: The Aspects Simple, Simple Continuous, Perfect, and
Perfect Continuous can be mixed and also the Active with the Passive
Voice. There are only **2 real tenses** in English: **Present and Past**.
Use either all **Present forms** (in the following examples marked with
1*) together or all **Past forms** (in the following examples marked with
2*), regardless what Aspect they are in, and you cannot do wrong. But
watch out: A Past Participle is just a tool word, not a Past tense!

ALL VERB TENSES (logical names) 所有动词时态 (逻辑名称)
suǒyǒu dòngcí shítài, (luójí míngchēng); The word "**tense**" always
refers to a **mix of aspect and time**. Use the **Aspect name** first !

The Simple tenses (基础时态 jīchǔ shítài)

1 Simple Present tense (基础的现在时态 jīchǔ de xiànzài shítài):
"I drive" or "I do drive"

2 Simple Past tense (基础的过去时态 jīchǔ de guòqù shítài) :
"I drove" or "I did drive"

1 Simple Future tense (基础的未来时态 jīchǔ de jiānglái shítài):
"I will drive"

2 Simple Future tense in the **Past** (基础的未来过去时态 jīchǔ de jiānglái guòqù shítài) or *Simple Conditional tense (基础的条件时态 jīchǔ de tiáojiàn shítài)*: "I would drive"

The Simple Continuous tenses (基础的进行时态 jīchǔ de jìnxíng shítài):

1* Simple Continuous Present tense (基础进行的现在时态 jīchǔ jìnxíng de xiànzài shítài): "I am driving"

2* Simple Continuous Past tense (基础进行的过去时态 jīchǔ jìnxíng de guòqù shítài): "I was driving"

1 Simple Continuous Future tense (基础进行的未来时态 jīchǔ jìnxíng de jiānglái shítài): "I will be driving"

2 Simple Continuous Future tense in the **Past** (基础进行的未来过去时态 jīchǔ jìnxíng de jiānglái guòqù shítài) or *Simple Continuous Conditional tense (基础进行的条件时态 jīchǔ jìnxíng de tiáojiàn shítài)*: "I would be driving"

The Perfect tenses (完成时态 wánchéng shítài)

1 Perfect Present tense (完成的现在时态 wánchéng de xiànzài shítài): "I have driven"

2 Perfect Past tense (完成的过去时态 wánchéng de guòqù shítài): "I had driven"

1 Perfect Future tense (完成的未来时态 wánchéng de jiānglái shítài):
"I will have driven"

2 Perfect Future tense in the **Past** (完成的未来过去时态 wánchéng de jiānglái guòqù shítài) or *Perfect Conditional tense (完成的条件时态 wánchéng de tiáojiàn shítài)*: "I would have driven"

The Perfect Continuous tenses (完美的进行时态 wánchéng de jìnxíng shítài).

1 Perfect Continuous Present tense (完成进行的现在时态 wánchéng jìnxíng de xiànzài shítài): "I have been driving"

2 Perfect Continuous Past tense (完成进行的过去时态 wánchéng jìnxíng de guòqù shítài): "I had been driving"

1 Perfect Continuous Future tense (完成进行的未来时态 wánchéng jìnxíng de jiānglái shítài): "I will have been driving"

2 Perfect Continuous Future tense in the **Past** (完成进行的未来过去时态 wánchéng jìnxíng de jiānglái guòqù shítài) or *Perfect Continuous Conditional tense (完成进行的条件时态 wánchéng jìnxíng de tiáojiàn shítài)*: "I would have been driving"

ACTIVE VOICE (主动语态 **zhǔdòng yǔtài**) There are 16 tenses in the Active Voice.

PASSIVE VOICE (被动语态 **bèidòng yǔtài**) There are another 16 tenses in the **Passive Voice** as well but they are reserved **for Transitive Verbs only**!

TRANSITIVE VERB (及物动词 **jíwù dòngcí**) A Verb that requires one or more Objects. It can build all 32 Verb tenses.

INTRANSITIVE VERB (不及物动词 **bùjíwù dòngcí**) A Verb that does not require any direct object. It has only 16 tenses because it **cannot build** a tense in the **Passive Voice**! The **action is not done to someone or something**. It **only** involves the **Subject!**

PERSON (人称 **rénchēng**)

IMPERSONAL VERB (非人称动词/It 作主语 **fēi rénchèn dòngcí /"It" zuòzhǔyǔ**)

REFLEXIVE VERB (用于反身代词的动词 **yòng yú fǎn shēn dàicí de dòngcí**)

IMPERATIVE (祈使语气 **qíshǐ yǔqì**)

ADVERB (副词 **fùcí**)

REGULAR VERB (规则动词 **guīzé dòngcí**)

IRREGULAR VERB (不规则动词 **bùguīzé dòngcí**)

CONJUGATE (to) (使变位，使搭配 **shǐ biànwèi，shǐ dā pèi**)

CONJUGATION (变位 **biànwèi**)

OLD NAMING
The use of old and inadequate grammar names (in English as well as in Chinese) causes students to be at war with English Verb tenses at all times. Trouble is also caused by the incomplete knowledge of Verb tenses. Most students hardly know more than these Verb tenses:

PRESENT TENSE (一般现在时 yībān xiànzài shítài)
PAST TENSE (一般过去时态 yībān guòqù shítài)
FUTURE TENSE (将来时态 jiānglái shítài)
CONDITIONAL or Future in the Past (过去将来时态 guòqù jiānglái shítài). Attention: The English term "Present Conditional" is fundamentally wrong as a Conditional is always built with the following Modal Verb PAST forms: should, would, could, might, ought (to) ! This is the reason why we better use the term "Future in the Past" or "Future Past" for short.

PRESENT CONTINUOUS (现在进行时态 xiànzài jìnxíng shítài)
PAST CONTINUOUS (简单的连续过去时 jiǎndān de liánxù xiànzài shítài)
PRESENT PERFECT (完美的现在时 wānchéng xiànzài shítài)
PAST PERFECT (过去完成时 guoqù wánchéng shítài)

3 Grammar Features Connected To The Noun
(与名词相关的语法) (Alphabetical order)

ABSTRACT NOUN (抽象名词 **chōuxiàng míngcí**) a Word used to refer to a quality, idea, feeling or experience, for example, *size, reason, belief, feeling, happiness, opinion*. See: Concrete Noun.

ADJECTIVE (形容词 **xíng róngcí**) a "Describing Word" that tells you more about a person or thing, such as their appearance, colour, size or other qualities. Example: *good, pretty, blue, big, bad.*

ARTICLE (冠词 **guāncí**) a Word like *the*, *a* and *an*, which is used in front of a Noun. See also Definite Article, Indefinite Article and Partitive Article.

COMPARATIVE (比较级 **bǐjiàojí**) an Adjective or Adverb with *-er* on the end of it or *more* or *less* in front of it that is used to compare people, things or actions. Example: *slower, less important, more carefully*.

COMPOUND NOUN (复合名词 **fùhé míngcí**) a Word for a living being, thing or idea, which is made up of two or more Words, for example, *tin-opener, railway station, newspaper*.

CONCRETE NOUN (具体名词 **jùtǐ míngcí**) a Word that refers to an Object you can touch with your hand, rather than to a quality or idea. Example: *ball, map, apples*. Compare with Abstract Noun.

COUNTABLE NOUN (可数名词 **kěshǔ míngcí**) a thing that you can count, such as *apple*, *pen*, *tree* . Example: *one **apple**, three **pens**, ten **trees***. See Uncountable Noun.

DEFINITE ARTICLE (定冠词 **dìng guāncí**) the Word ***the***. Negative: ***no***. Compare with Indefinite Article.

DEMONSTRATIVE ADJECTIVE (指示形容词 **zhǐshì xíng róngcí**) one of the Words *this*, *that*, *these* and *those* used with a Noun to point out a particular person or thing. Example: *this woman*, *these women*, *that dog*, *those dogs*.

DEMONSTRATIVE PRONOUN (指示代词 **zhǐshì dàicí**) one of the Words *this*, *that*, *these* and *those* used instead of a Noun to point out

people or things, for example, *that looks fun*.

DETERMINER (限定词 **xiàndìngcí**) a word or phrase that occurs together with a Noun. It may indicate whether the Noun is *definite* or *indefinite*, closer or more distant. Common kinds of Determiners include *definite* and *indefinite Articles* (like *the*, *a*, *an*), Demonstratives (*this*, *that*), Possessive Determiners (*my*, *their*, Mike*'s*), and Quantifiers (*many*, *few*, *several*).

EMPHATIC PRONOUN (代词强调 **dàicí qiángdiào**) a Word used instead of a Noun when you want to emphasise something, for example, *Is this for **me**?; **Who** broke the window? - **He** did*. Also called Stressed Pronoun.

NOUN (名词 **míngcí**) a "Naming Word" for a living being, thing or idea, for example, *woman*, *desk*, *happiness*, *Andrew*.

FEMININE (阴性词 **yīn xìngcí**) a Form of Noun, Pronoun or Adjective that is used to refer to a living being, thing or idea that is not classed as Masculine or Neutral. Example: *she*, *her*, *hers*; *queen*, *actress*.

GENDER (性/别 **xìng / biè**) whether a Noun, Adjective or Pronoun is Masculine, Feminine or Neutral (he, she, it). In most languages, Words belong to one of those Word groups, according to their Form. In English, Adjectives and Nouns lost their genders. Now they are Neutral with some exceptions: ships are Feminine and most countries as well: *In 1912 the Titanic struck an iceberg, **she** sunk in less than three hours*.

GERUND (动名词 **dòng míngcí**) is a Verb Form used as a Noun. The English Gerund is formed by adding *-ing* to a Verb Root. Its Form is

identical to the Present Participle. It can behave as a Verb within a Clause (so that it may be modified by an Adverb or has an Object), but the Clause as a whole (sometimes consisting of only one Word, the Gerund itself) acts as a Noun within the larger Sentence. For example: *Playing is the action of "to play"*). It should not be confused with other Nouns ending in *-ing*, such as *building*, *painting*, *writing*, which name a *product* resulting from an action.

INDEFINITE ADJECTIVE (修饰不定代词的词 **xiūshì bùdìng dàicí de cí**) one of a small group of Adjectives used to talk about people or things in a general way, without saying who or what they are, for example, *several*, *all*, *none*, *every*.

INDEFINITE ARTICLE (不定冠词 **bùdìng guāncí**) the Words *a* and *an*. Negative: *no*. Compare with Definite Article.

INDEFINITE PRONOUN (不定代词 **bùdìng dàicí**) a small group of Pronouns such as *everything*, *nobody* and *something*, which are used to refer to people or things in a general way, without saying exactly *who* or *what* they are.

INTERROGATIVE ADJECTIVE (疑问代词/不能单独使用 **yíwèn dàicí/ bùnéng dāndú shǐyòng**) a Question Word used with a Noun to ask *who?*, *what?* or *which?* Example: *What instruments do you play?*; *Which shoes do you like*?

INTERROGATIVE PRONOUN (疑问代词 **yíwèn dàicí**) one of the Words *who*, *whose*, *whom*, *what*, *how* and *which* when they are used to ask Questions. Example: *What is happening?*; *Who's coming?*

MASCULINE (阳性词 **yáng xìngcí**) a Form of Noun, Pronoun or Adjective that is used to refer to a living being, thing or idea that is not classed as *Feminine* or *Neutral*.

OBJECT PRONOUN (代词做宾语 **dàicí zuò bīnyǔ**) one set of Pronouns including *me*, *him* and *them*, which are used instead of the Noun as the Object of a Verb or Preposition. Compare with Subject Pronoun.

PERSONAL PRONOUN (人称代词 **rénchēng dàicí**) one of the group of Words including *I* and *we*, which are used to refer to yourself, the people you are talking to *thou* and *you*, or *he*, *she*, *it* and *they* for the people or things you are talking about.

POSSESSIVE ADJECTIVE (所有格代词/不能单独使用 **suǒyǒu gé dàicí / bùnéng dāndú shǐyòng**) one of the Words *my*, *thy*, *his*, *her*, *its*, *our*, *your* or *their*, used <u>with</u> a Noun to show that one person or thing belongs to another. See: Possessive Pronoun.

POSSESSIVE PRONOUN (所有格代词 **suǒyǒu gé dàicí**) one of the Words *mine*, *thine*, *hers*, *his*, *ours*, *yours* or *theirs*, used <u>instead</u> of a Noun to show that one person or thing belongs to another.

PRONOUN (代词 **dàicí**) a Word which you use instead of a Noun, when you do not need or want to name someone or something directly, for example, *he*, *you*, *this*.

PROPER NOUN (专有名词 **zhuānyǒu míngcí**) the Name of a person, place, organisation or thing. Proper Nouns are always written with a Capital Letter, for example, *Apollo 11, Big Ben*, *Europe*, *Kevin*, *Glasgow*.

QUESTION WORD (疑问词 **yíwèncí**) a Word such as *why*, *where*, *who*, *which* or *how* which is used to ask a question. See Interrogative Adjective and Interrogative Pronoun.

REFLEXIVE PRONOUN (反身代词 **fǎnshēn dàicí**) a Word ending in *-self* or *-selves*, such as *myself* or *themselves*, which refers back to the Subject, for example, *He hurt himself*; *Take care of yourself*.

RELATIVE PRONOUN (关系代词 **guānxì dàicí**) a Word such as *that*, *who* or *which*, when it is used to link two parts of a Sentence together.

STRESSED PRONOUN (强调代词 **qiángdiào dàicí**) used instead of a Noun when we want to emphasise something, for example, *Is this for **me**?*; **Who** *broke the window? - **He** did.* Also called Emphatic Pronoun.

SUBJECT PRONOUN (人称代词作主语 **rénchēng dàicí zuòzhǔ yǔ**) a Word such as *I*, *he*, *she* and *they* which carries out the action described by the Verb. Pronouns stand in for Nouns when it is clear who is being talked about, for example, *My brother isn't here at the moment. He'll be back in an hour*. Compare with Object Pronoun.

SUPERLATIVE (最高级 **zuì gāojí**) an Adjective or Adverb with *-est* on the end of it or *most* or *least* before it. It is used to compare people, things or actions: Example, *thinnest*, *most quickly, least interesting*.

UNCOUNTABLE NOUN (also called Mass Noun or Non-count) (不可数名词 **bùkě shù míngcí**) a thing that you cannot count, such as substances or concepts. Example: *water*, *furniture*, *music*; See Countable Nouns.

4. Grammar Features Connected To The Sentence
(与句子相关的语法) (Alphabetical order)

CASE (格/语法 **gé / yǔfǎ**) Form of a Pronoun based on its relationship to other Words in the Sentence; a Case can be *Subjective* (Nominative) *"I love this dog"* , *Possessive* (Genitive) *"This is **my** dog"*, or *Objective* *"This dog loves **me**"*.

CLAUSE (从句 **cóngjù**) a group of words containing a Verb, a Sentence, the second or third Sentence when we put several Sentences together to a group. Subordinate Clauses are dependent Clauses to independent Clauses. They make a statement more precise. Some of the common Subordinate Conjunctions are *after, although*, *as*, *as if*, *because*, *before*, *if*, *since*, *so that*, *than*, *unless*, *until*, *when*, *where*, and *while*. Example: *My sister went home, **because** she was tired*. There is another type of Clause in the English language which causes confusion among students, because it has different names but mean the same thing: Adjective Clause or Relative Clause. It is a dependent Clause which follows a Sentence and is used to reflect back to a Noun or a Pronoun. It will begin with a Relative Pronoun (*who*, *whose*, *whom*, *which*, and *that*) or a Subordinate Conjunction (*when* and *where*). Those are the only words that can be used to introduce an Adjective Clause. The introductory word will always rename the word that it follows and modifies except when used with a Preposition, which will come between the introductory word and the word it renames. Example: *There is the man **whose** dog run away last week. Last year I visited the place **where** I grew up*.

CONJUNCTION or Link Word (连词 **liáncí**) a Word such as *and*,

because, or *but* that links two Words or Phrases of a similar type or two parts of a Sentence, for example, *Diane **and** I have been friends for years*. *I left **because** I was bored*.

DIRECT OBJECT (直接宾语 **zhíjiē bīnyǔ**) a Noun referring to the person or thing affected by the action described by a Verb, for example, *She wrote **her name**; I shut **the window***. Compare with Indirect Object.

DIRECT OBJECT PRONOUN (代词做直接宾语 **dàicí zuò zhíjiē bīnyǔ**) a Word such as *me*, *him*, *us* and *them* which is used instead of a Noun to stand in for the person or thing most directly affected by the action described by the Verb. Compare with Indirect Object Pronoun.

INDIRECT OBJECT (间接宾语 **jiànjiē bīnyǔ**) a Noun used with Verbs that take two Objects. Example: *I gave the carrot to the rabbit*, *the rabbit* is the Indirect Object and *the carrot* is the Direct Object. Compare with Direct Object.

INDIRECT OBJECT PRONOUN (间接宾语做代词 **jiànjiē bīnyǔ zuò dàicí**) when a Verb has two Objects (a direct one and an indirect one), the Indirect Object Pronoun is used instead of a Noun to show the person or the thing the action is intended to benefit or harm, for example: He gave **me** a book; *Can you get **me** a towel?* Compare with Direct Object Pronoun.

INDIRECT QUESTION (间接疑问句 **jiàn jiē yíwènjù**) used to tell someone else about a Question and introduced by a Verb such as *ask*, *tell* or *wonder*. Example: *He asked me what the time was; I wonder who he is*.

OBJECT (宾语 **bīnyǔ**) a Noun or Pronoun which refers to a person or thing that is affected by the action described by the Verb. Compare with Direct Object, Indirect Object and Subject.

PHRASE (词组 **cízǔ**) a small group of Words that adds meaning to a Word. A Phrase is not a Sentence because it is not a complete idea with a Subject and a Verb.

QUESTION TAG (反义疑问句 **fǎnyì yíwènjù**) special Form of a mini-question at the end of a statement; usually used to obtain confirmation: *The Earth is round, **isn't it**?*, *You don't eat meat, **do you**?* The whole Sentence is a *Tag Question*; the mini-question is a *Question Tag*. Simple forms: *It is late, **eh**?, It is late, **right**?*

SENTENCE (句子 **jùzi**) a group of Words which usually has a Verb and a Subject. In writing, a Sentence has a Capital Letter at the beginning and a full stop (.), question mark (?) or exclamation mark (!) at the end. See Cause.

SUBJECT (主语 **zhǔyǔ**) the Noun in a Sentence or Phrase that refers to the person or thing that does the action described by the Verb or is in the state described by the Verb, for example, *My cat doesn't drink milk*. Compare with Object.

SVO or SUBJECT-VERB-OBJECT (主语–动词–宾语 **zhǔyǔ-dòngcí -bīnyǔ**) a common English Word Order where the *Subject* is followed by the *Verb* and then the *Object*. Example: *The man crossed the street*.

TAG QUESTION (反义疑问 **fǎnyì yíwèn**) See Question Tag.

The Differences Between English And Chinese

General: There is not one single Chinese language, but many different versions or dialects including *Wu*, *Cantonese* and *Taiwanese*. Northern Chinese, also known as *Mandarin*, is the mother tongue of about 70% of Chinese speakers and is the accepted written language for all Chinese. Belonging to two different language families, English and Chinese have many significant differences. This makes learning English a serious challenge for Chinese native speakers, and the other way round, learning Chinese a serious challenge for western people.

Alphabet: The Chinese languages do not have an *alphabet* but use a *logographic* system for their writting. In logographic systems symbols represent the words themselves - words are not made up of various letters as in alphabetic systems. Because of this fundamental difference, Chinese learners may have great difficulty reading English texts and spelling words correctly.

Orthography: The writing of sounds, when Chinese use *Pinyin*, is pretty much straight forward and regular like in Spanish or German. It is phonetic while the English spelling is almost *anti-phonetic*. Spoken English has changed during the last 600 years, but not the *spelling*. This causes the trouble that speaking and writing often do not match in English. Therefore, encountering any new English word is a serious challenge for any learner, not only for Chinese students. There are so many rules to tackle this problem that they almost become useless.

Phonology: Most aspects of the English *phonological system* cause difficulties for Chinese learners. Some English *phonemes* do not exist in Chinese; *stress* and *intonation* patterns are different. Unlike English, Chinese is a *tone* language. This means that it uses the *pitch* (highness or lowness) of a *phoneme sound* to distinguish word meaning. In Chinese, each vowel can have 5 different tones. In English, changes in pitch are used to *emphasise* or express emotion, not to give a different word meaning to the sound.

English has more *vowel sounds* than Chinese as well as long and short vowel sounds, a feature that does not exist in Chinese, resulting in the faulty *pronunciation* of words like *ship/sheep*, *it/eat*, *full/fool*. *diphthongs* such as in *weigh*, *now* or *deer* are often shortened to a single sound. Chinese learners find it difficult to hear the difference between l and r, and so may mispronounce *rake* and *rice* as *lake* and *lice*. Southern Chinese speakers have a similiar difficulty in distinguishing l and n. The difficulties of pronouncing individual English words, compounded by problems with intonation, result in the heavily accented English of many Chinese learners. In some cases, even learners with perfect grammar may be very hard to understand. A major problem is with the common final *Consonant* in English. This feature is much less frequent in Chinese and results in learners either failing to produce the Consonant or adding an extra Vowel at the end of the word. For example, *bill* may be pronounced as *bille* or *biller*.

Western learners of Chinese, on the other hand, have difficulties to hear the differences between Chinese tones and even more to speak and memorise them.

Chinese learners are overwhelmed by the vast quantity of *syllables* in English. The English language possesses over 15,000 different syllables, while the entire Mandarin Chinese vocabulary is based on only 413 syllables (with all tones it is about 1,200)!

Grammar – Declination, Conjugation: If Chinese words ever had endings, they lost them a long time ago. There is one exception: The Personal Pronouns have traces of *declination* with their plural ending 们 (*men*) and the possessive ending 的 (*de*). The plural ending is somtimes in use for people: 人们 *renmen* = people, 孩子们 *haizimen* = children, 女士们 先生们 *nüshimen xianshengmen* = Ladies and Gentlemen. The little word 的 (de) is often used as a genitive indicator like our "***of***" as in the *United States **of** America* or *the book **of** my brother* meaning *my brother**'s** book*. During the last 1600 years, English words lost many endings but not all of them (the s-Ending on Verbs in the 3rd Person Singular is such a relict). So, if you have to explain why an English word can have different forms, you can use the Chinese Personal Pronoun as an example to explain why.

Grammar – Verb Tense: In English, much information is carried by the use of *Auxiliaries* and Verb *inflections*: is/are/were, eat/eats/ate/ eaten, etc. Chinese, on the other hand, is an uninflected language and conveys meaning through *word order*, Adverbials or shared understanding of the context. The concept of time in Chinese is not handled through the use of different tenses and verb forms, as it is in English. Chinese simply add time Adverbs such as "today, some time ago, soon, lately, next year" to the general verb expression. For all these reasons it is not surprising that Chinese learners have trouble with the complexities of the English Verb system. In one sentence: The dominating feature of the Chinese language is the *word order*, while the English sentence is based on the *Verb* and its *tenses*!

English commonly expresses shades of meaning with Modal Verbs. Think for example of the increasing degree of politeness of the following instructions: *Open the window, please! Could you open the window, please? Would you mind opening the window, please?* Since Chinese modals do not convey such a wide range of meaning, Chinese learners may fail to use English modals sufficiently. This can result in them seeming impolite or even peremptory when making requests or suggestions although they never mean to.

Grammar - Other: The Chinese language has no *Articles*, so difficulties with their correct use in English are very common.

There are also differences in *word order* between Chinese and English. In Chinese, for example, questions are conveyed by a special sentence ending; Subject and Verb are not inverted as in English. Nouns cannot be post-modified as in English; and *Adverbials* usually precede Verbs, unlike in English which has complex rules governing the position of such sentence elements. Interference from Chinese, lead to the following problems of word order:
  1. When you are going home? or: When are you going home?
  2. Next week I will return to China. or rather: I will return to China next week.
Which one is correct? The 1st or the 2nd one? or none or all of them? (Solution: **1.**: the 2nd one; **2.**: the 1st and the 2nd one!)

Grammar – Sentence Structure: Although the sentence structures of Chinese and English share a lot of similarities, there is one kind of sentence Chinese students seem to fight hopeless battles with: The *Relative Cause*. This type of clause, as well as the *Relative Pronouns* used with it, are unknown in Chinese. A sentence like *"The girl **who** sits in the corner reads a book"* would be formulated In Chinese in a manner such as this: *"There sits a girl in the corner and reads a book"*.

Vocabulary, Usage: English has a number of short Verbs that very commonly combine with particles (Adverbs or Prepositions) to form what are known as *Phrasal Verbs*; for example: **take on, give in, make do with, look up to.** This kind of lexical feature does not exist in Chinese. Chinese learners may, therefore, experience serious difficulties in comprehending texts containing such Phrasal Verbs and avoid attempting to use them themselves,

Vocabulary, Word Building: English has become an *"absorbing language"*. Only a small amount of words are created from its own word stock. English speakers rather tend to take over new words from other languages. Chinese, on the other hand, behaves much more like German. Chinese speakers hardly use words from foreign languages but create new words from the Chinese vocabulary only. A word such as *"pentagon"*, which comes from the Greek language, is in German expressed as a *"Fünfeck"* (literally: five-corner", in Chinese it has the equivalent *"fivesider"*. By most Chinese students, English is considered rather illogical and absurd, simply because we do not only take on words from foreign languages, but also their grammatical rules. And this makes the English language even more confusing!

Diverse Distribution Of Words In English and Chinese

The general "behaviour" of English causes a huge problem. English is an *"absorbing language"*. Like a sponge, it takes on numerous words from foreign languages. Chinese, on the other hand is an *"isolating language"*. That means, Chinese does not absorb any words from foreign languages when they do not absolutely fit into their rigid "413-syllable system"! In consequence, it means that a Chinese learner has to learn all sorts of names in English as well, while speakers of Spanish, German, Russian or any other western language share most geographical names, to some extent names for persons, the international vocabulary of science, commerce and culture. They even share the very same word stems, prefixes and suffixes so that a Dutch speaker, for instance, can at least guess what the word or name of another European language probably means. No wonder that a speaker of German or Scandinavian can learn English in one or two years, a speaker of Spanish or Italian in two or three years, but a very determined speaker of Chinese needs about six or seven years at school to reach the same level of command.

All these are reasons why we focus in this book mainly on the problematic issues. Here you will find the information which you might not find in a normal English course book. Here I shall show you how to shorten the time of learning. Any time we learn a new language we should make sure that we absolutely understand all meanings of all keywords. The keywords are: *Pronouns*, *Prepositions*, *Conjunctions*, *Articles* and other *Determiners*, *Auxiliary Verbs*, and *Adverbs*. Let me give you some useful facts about Chinese first:

Common Usage Misconceptions In English

I think, in this place it makes sense to do well away with some widespread modern beliefs about English language usage that clearly can be identified as myths or misconceptions, because they produce an unnecessary burden to any learner. With no authoritative language academy, such as in French or German, English is not a language guided by any government organisation. Therefore, guidance on English language usage can come from many sources. This can create problems: Teachers and textbook writers often invent rules which their students and readers repeat and perpetuate. These rules are usually statements about English usage which the authors imagine to be, as a rule, true. But statements of this kind are extremely difficult to formulate both simply and accurately. They are rarely altogether true; often only partially true; sometimes contradicted by usage itself.

Misconceptions in Grammar

Misconception: The English Verb has 8, 9, 12 or 13 tenses. That is absolute nonsense! As the English Verb is based on **2** forms (Present and Past), there are always the *Present*, *Past*, *Future* (will) AND *Future in the Past* (would) tenses in an Aspect**:** That is **4** tenses in the *Simple*, **4** in the *Simple Continuous*, **4** in the *Perfect*, and **4** in the *Perfect Continuous* Aspects **= 16**. So there are 16 tenses in the Active Voice but also 16 in the Passive Voice **= 32**. True is that an **Intransitiv Verb** (a Verb that has no Object) **can build 16 tenses in the Active Voice only** and a **Transitiv Verb** (a Verb that can have an Object) **can build all 32 tenses.** And this is a fact!

Misconception: A sentence must not end in a Preposition. This is one of the most stupid and repeatedly taught "grammar rules" although nearly all grammarians agree that it is fine to end sentences with Prepositions, at least in some cases. *Fowler's Modern English Usage* says that *"One of the most persistent myths about Prepositions in English is that they properly belong before the word or words they govern and should not be placed at the end of a clause or sentence."* Preposition stranding was in use long before any English speakers considered it to be incorrect. This idea probably appeared in the 17th century when some people tried to disciplinise the English language by confine it into a corset of ridiculous rules and it is still taught in schools today. It is a fact of real life that it is perfectly natural to put a Preposition at the end of a sentence, and it has been since Anglo-Saxon times. Great literature from *Geoffrey Chaucer* and *William Shakespeare* to the *King James version of the Bible* is full of so called *terminal Prepositions*. Other grammarians have supported the practice by analogy with Latin, such as Robert Lowth in his 1762 textbook, *A Short Introduction to English Grammar*. The saying *"This is the sort of nonsense up with which I will not put"*, often attributed to Winston Churchill, illustrates the awkwardness that can result from prohibiting sentence-ending Prepositions. Sentences as *"It is all over and done with"* or *"It is company XY I work for"* are in use every day.

Misconception: Infinitives must not be split. In the English language, a *split infinitive* or *cleft infinitive* is a grammatical construction in which a word or phrase divides the *to* and the *bare Infinitive* of the *"to-form"* of the *Infinitive Verb*. Usually, it is an *Adverb* or *Adverbial Phrase* that comes between *to* and the Verb. A well-known example occurs in the opening sequence of the *Star Trek* television series: *"...to boldly go where no man has gone before"*; the Adverb *boldly* splits the Infinitive

to go. More rarely, more than one word splits the *Infinitive* in a *compound split Infinitive*, as in *The population is expected **to** more than **double** in the next ten years*.

As the *split Infinitive* became more common in the 19th century, some grammatical authorities sought to introduce a *prescriptive rule* against it. The construction is still the subject of disagreement among English speakers as to whether it is grammatically correct or good style. However, most modern English usage guides have dropped the objection to the split Infinitive. "There is no such rule against splitting an Infinitive", according to *The Oxford Guide to Plain English*, and "it has never been wrong to split an infinitive. In some cases it might be preferable to split an infinitive".

Misconception: The words "and" and "but" must not begin a sentence.
There is a widespread belief – one with no historical or grammatical foundation – that it is an error to begin a sentence with a Conjunction such as "and", "but", or "so". Grammarians and teachers who impose this rule are following a false "rule" as it was never used historically. In fact, a substantial percentage (often as many as 10 percent) of the sentences in first-rate writing begin with conjunctions. It has been so for centuries, and even the most conservative grammarians have followed this practice.

Regarding the word "and", *Fowler's Modern English Usage* states, *"There is a persistent belief that it is improper to begin a sentence with And, but this prohibition has been cheerfully ignored by standard authors from Anglo-Saxon times onwards."* The word "but" suffers from similar misconceptions. The widespread public belief that "but" should not be used at the beginning of a sentence seems to be unshakeable. Yet it has no foundation. Just have a look into the Bible.

There you will find thousands of sentences that begin like *"And Jesus said ..."*

Misconception: The Passive Voice is incorrect. An English myth is that the Passive Voice is always incorrect and some "writing tutors" believe that the Passive Voice is to be avoided in all cases. Some people talk about the Passive Voice without knowing exactly what it is. In fact, the Passive Voice is a correct tense form and even very useful as we can hide who is responsible for an action. The sentence "My mother cleans the window" in the Active Voice is in the Passive Voice "The window is cleaned (by my mother)". The acting part "by my mother" can be left out. This fact makes this tense form so valuable for politicians and business people. True is that an Intransitive Verb (a Verb that has no Object) cannot form the Passive Voice!

Misconception: Using double negatives is always bad English. This also is one of the false or "worn-out rules". Using double negatives (such as "I didn't do nothing") can be confusing, and this is the reason why some grammarians in the mid-18th century wanted to bannish them from usage. They wanted to introduce English to the idea of "formal logic" and some linguists still advise against using double negatives altogether, others would allow the usage of some double negatives such as "It's not inconceivable" or "She's not unappealing".

Whether **the double negative** is **a positive** constitutes a major difference between the acceptable and unacceptable examples. Some English speakers consider this the criterion for whether a double negative is acceptable, however most speakers use them without any rules. It is not true, as some may assume, that double negatives are always wrong. We can hear them in almost every daily conversation.

Misconceptions in Typography

Misconception: Two spaces must follow each sentence. Placing two word spaces between sentences is a typographic convention used since before the invention of the typewriter that has carried over into the age of digital media. Most style guides recommend only a single space between sentences. Professionally published books, magazines, and newspapers also use a single space between sentences, but even this is widely overlooked.

Misconception: Every paragraph must be indented. An *indentation* (also called *indention* or *indent*) is the leaving space or amount of space left between the margin and the start of an *indented* line, just as the next line. It marks the beginning of a new paragraph:

The function of a paragraph is to mark a pause, setting the paragraph apart from what precedes it. If a paragraph is preceded by a title or subhead, the *indentation* is superfluous and can therefore be omitted. However, when you write your paragraphs, make sure that a reader can see that you made a paragraph, either by *indentation* or just leaving an empty line as a clearly visible gap.

Misconceptions in Usage

Misconception: Paragraphs must comprise at least three sentences. This is an English myth. Most editors state that "no rule exists regarding the number of sentences that make up a paragraph", noting that professional writers use "paragraphs as short as a single word". According to the Oxford Guide to Plain English, "If you can say what you want to say in a single sentence that lacks a direct connexion with any other sentence, just stop there and go on to a new paragraph. There's no rule against it. A paragraph can be a single sentence, whether long, short, or middling". Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences, a paragraph is half a page long, etc. Length and appearance do not determine whether a section in a paper is a paragraph. For instance, in some styles of writing, particularly journalistic styles, a paragraph can be just one sentence long.

Now, what then are paragraphs for? Answer: A text is often split into several different blocks. A paragraph is such a block or part of a subdivided text in order to separate ideas, suggestions, examples and distinguished thoughts from others. You may put such a thought in just one sentence, or in more. It is nonetheless only this single line of thought you should make visible to the reader by packing it into one single paragraph.

Misconception: Contractions are not appropriate in proper English. This as one of the "big myths of English usage" and a lot of people still seem to think that Contractions are not proper language. If you do too, you're quite wrong. Writers such as *Shakespeare*, *Samuel Johnson*, and others since Anglo-Saxon days have been "shrinking English". Some of the opinion makers in the 17th and 18th century wanted to ban Contractions, but beginning in the 1920s, usage guides have allowed them. Most writing handbooks now recommend Contractions, but there are still lots of traditionalists out there who don't like them, contributing to the modern myth that Contractions are improper.

A number of writing guides still recommend not to use Contractions in academic and formal writing. I also recommend this, but only for the reason that a student might get a negative mark in their exam papers. What I sharply criticise is that modern school-books often show and practise only Contractions, which leads to the ridiculous fact that students who learn English as a foreign language, do not know the proper forms at all! What I really recommend is that every new learner of English MUST learn and practise the full forms first, just as we native speakers do, quite simply because any particular Contraction can have several different meanings!

Misconception: To a Verb is always connected an Adverb, never an Adjective. So "I feel badly" would be the correct negative response to "How do you feel?" The expression "I feel badly" is often used in English, but it is not usually possible as a meaningful reply to this question because it means "I feel guilty" and implies or often requires an additional continuation with "about...". Therefore "I feel bad" is the standard English reply, and "I feel badly" is an incorrect hyper-correction by people who think they know better than the masses.

We have quite the same problem with "good" and "well". The proper response of "How are you" ought to be "I am (very) well, thank you". However, in spoken English we often can hear the reply "I am good, thank you". **Note:** *In Chinese, it is the written language which is more powerful than the spoken language. In English it is exactly the other way round. The spoken language rules the writing as we consider the writing only to be the mirror of our speech!*

Misconceptions in Word Meaning; Dialect, Accent

Misconception: "Healthy" has only recently been used to describe food. It is true that the Adjective "healthful" has been pushed out in favour of "healthy" in recent times. But the distinction between the words dates only to the 19th century. Before that, the words were used interchangeably; some examples date to the 16th century. Many argue *"people are healthy"*, but *"vegetables are healthful"*, however, phrases like *"part of a healthy breakfast"* have become so widespread that they are rarely perceived as incorrect except by hyper-correct grammarians.

Misconception: Non-standard, slang, or colloquial words are not real words. For instance, despite appearing as a word in numerous dictionaries, "irregardless" is dismissed as "not a word" in some style guides. All words in English originated by becoming commonly used during a certain time period, thus there are many informal words currently regarded as "incorrect" in formal speech or writing. But the idea that they are somehow not words is a misconception. Examples of words that are sometimes alleged to be "not a word" include "conversate", "funnest", "impactful", "mentee" and "thusly". All of these appear in numerous dictionaries as English words.

Misconception: "Inflammable" means something that cannot burn. Both words, "flammable" and "inflammable", mean "*easy to catch on fire*" or "*set in flames*", and are interchangeable when used of the properties of material. Flammable is, however, prefered for warning labels as there is less likelihood of misunderstanding (inflammable

being sometimes taken to mean "not flammable", because the Latin prefix *in-* often means *not*). In fact, the word that does mean "*not flammable*" is "*non-flammable*". **Tip:** When you are not sure about a negative prefix, such as *in-* or *dis-*, just use the good old English Word "*not*" in front of the negative word, because it is always correct.

Misconception: "Nauseous" cannot mean suffering from nausea. Some writers on language, such as Theodore Bernstein and Bill Bryson, have advanced the idea that "nauseous" means only causing nausea (synonymous with "nauseating") not suffering from it (which would be "nauseated"), and therefore it is incorrect to say "I am nauseous" (unless you mean to say "I inspire nausea in others"). This prescription is contradicted by vast evidence from English usage.

Misconception: "Xmas" is a secular plan to "take the Christ out of Christmas". The usual suggestion is that "Xmas" is ... an attempt by the ungodly to x-out Jesus and banish religion from the holiday. However, X stands for the Greek letter *chi*, the starting letter of Χριστός (Christos), or "Christ" in Greek. (Also see the related Greek Rho symbol.) The use of the word "Xmas" can be traced to the year 1021 when monks in Great Britain used the X while transcribing classical manuscripts into Old English in place of "Christ". The Oxford English Dictionary's first recorded use of "Xmas" for "Christmas" dates back to 1551.

Misconception: Speaking an English dialect or with an accent is wrong. Any language style that is spoken by many people cannot be wrong, because it is the living people who make our language! But …

Teacher, Beware (Or Become Aware) Of Your Own Speech!

Native English speakers speak always correct English, right? **Wrong!** About 90% of all native English speaker do not speak one of the "standard languages". Everyone of us speaks with a distinguished Accent. Every person uses certain words or expressions which may not be widely recognised by everyone (slang terms), and each single individual has their own "speech melody" and may speak a particular Dialect. Chinese students have very fine ears as their own language is based on tones. In normal circumstances we would say that high hearing abilities are advantageous. But when learning English, it can be rather confusing for any Chinese learner to hear English-speaking people talking in their own Dialect and with their own Accent.

Speakers of British or Australian origin may *clip* sounds. For example, the *t*-endings of words might be *clipped off* so that words such as *get*, *but*, or *meet* become *ge'*, *bu'* or *mee'*. Instead of speaking the *t*, the speaker tends to abruptly stop the word right before the *t*. American speakers tend to "weaken" the *t* inside of a word so that it becomes a *d* such as in "*water*" which sounds "*wader*" or even "*wo'er*". There are many more examples that could demonstrate how carelessly we often cripple our words. Any Chinese listener may think, you have just spoken a new word and might check the dictionary for it. I am not telling you to give up your Accent entirely, but, please, do not *mumble*, do not speak too fast and do not shorten words or sentences, even when you think, it might be cool in your hometown! Try to speak as clearly as a newsreader, in a kind of English that could be understood internationally. Please, do it for the sake of your students!

BASIC ENGLISH

Basic English is a systematic helper language that was created in the 1920s by language scientist Charles Kay Ogden of Cambridge University in order to show teachers and students an easier way to teach and learn English. Ogden limited the number of Verbs. As Basic English is intended for quick learning and immediate practical use in commerce, the entire language has been reduced to only 850 words. They are arranged as follows: 100 Operators (direction words, time words, linking words, Pronouns, Adverbs and 13 action Verbs, 3 Helper Verbs, 2 Modal Verbs), 200 Picturable words (Nouns for things), 400 General words (Nouns for intellectual ideas), 150 Quality words (descriptive words or Adjectives). Basic English is a first step into full English and it really works. Basic English has been refomed, or "updaded" as we say nowadays, for several times. I am going to show here the most recent version which contains about 1000 words.

Ogden focussed on the main difficulties that learners of the English language have and what the solution for beginners is:

In the English language, there are more than 4000 common Verbs of which many hundreds are unpredictably irregular in their forms. They all can be replaced by only a few "Operator-Verbs". Ogden said on the subject: *"Too much attention is given to fixed forms of words, certainly the dead weight of unnecessary words, chiefly 'Verbs whose behaviour is not regular".* And he discovered that English speakers very often re-arrange a Verb sentence such as "I attempted to come", into a phrase like "I made an attempt to come." Strictly speaking, we often use Verbs only as Nouns. What Ogden did then was this: He selected a minimal set of action Verbs, (come, get, give, go, keep, let, make, put, seem, take; be, do, have; say, see, send,seem; may, will), which could -- in connexion with Direction Words such as "in, out, up, down, on, off, around, away" -- take the place of all the other Verbs in the language. Those Action Verbs and Direction Words are called "Operators" as they do most of the work.

"Directional thinking" is an amazing solution against the employment of too many Verbs. It simply means that learners should focus on Direction Words rather than Verbs. Take, for example, the following funny story about a rat followed by a dog. The story is told by using the conventional Verb technique with almost no direction words:

"The dog *pursued* the rat, *passed* the drain, *crossed* the street, **and** *climbed* the wall; it *entered* the door, *broke* the rules, and *approached* the meat". (7 Verbs)

In fact, the story sounds rather clumsy. Now here is the same story again, but instead of the 7 Verbs used above, this time told with only one Operator Verb (went = go) and the necessary direction words:

"The dog went, *after* the rat, *by* the drain, **across** the street, *over* the wall, *through* the door, *against* the rules, *to* the meat". (7 Direction Words)

The surprising thing is that the second version is not only shorter and better understandable than the first one, but it also sounds much more elegant! This shows us the power of Direction Words. The primary principle of Basic English is based on the elimination of the Verb, a simple trick, which makes a reduced vocabulary possible: This reduces the main difficulty of language-learning to a minimum.

How Does Basic English Grammar Really Work?

We can eliminate or avoid using too many Verbs by replacing them with so-called Phrasal Verbs. It simplifies English in a way you never have imagined. Take the Verb *enter* for example. It clearly means the same as *go in*. That is to say, it can be analysed into the *name of an act or movement* and the *name of a direction or position*. So, to **climb a tree** is to **go up a tree**, and to **descend** it is to **go down**.

As we can see, complicated Verbs can be avoided cleverly. And the best thing is that this usage is not artificial but a natural part of the English language. Native English speakers use the most basic Verbs in combination with other words at all times. We recommend that beginners first learn these *32 fundamental "Operator" Verbs* which cover the essential acts or operations: *be, have, do; will, shall, can, may, must; would, should, could, might, ought to; bring, come, get, give, go, hold, keep, let, look, make, need, pull, push, put, run, say, see, seem, send, set, stay, take, turn.*

Direction Words have a much stronger meaning than the Verbs they accompany. Take one of those simple Verbs ("be", for instance) and see what happens when you connect them with one of these Direction words *across, after, around, at, away, back, by, down, far, in, left, near, off, on, out, over, right, round, to, together, under, up, upon*: *"be across / after / around / at / away / back / by / down / far / in / near"* etc. Instead of "be", we can also choose "get, put, go come". When you check in a dictionary these Verb combinations with "off", you immediatelely will discover that "be off, get off, put off, go off, come

off" have a very similar meaning. All of them mean "move off". As we see here in the following examples, each of those Verbs, which can express action, has a vast range of meaning:

bring	move, cause; occur, carry, convey, fetch, force, move
come	move towards; appear, originate, approach, enter, occur
do	act, carry out, perform, accomplish, achieve, produce
get	move, act, go, receive, perceive, understand, catch
give	move, deliver, administer, perform, make, do, cause
go	move, proceed, start, enter, lead, follow, die, elapse, expire
hold	have, keep, maintain, remain, engage, support, think, claim
keep	have, retain, store, withhold, reserve, maintain, remain
let	allow, permit, accept, command, order
look	to direct the eyes, face, search, expect, hope, carry out
make	produce, bring into being, cause to exist, carry out, do, cause
need	be in want of, be obliged, require; not need: opposite of **must**
pull	move / draw towards the source, make, strain
push	force to move away, thrust, drive, press, advance
put	cause to be, place, set, lay, estimate, make, change, switch
run	move / pace / wander / go quickly; perform, grow, trail, flow
say	speak, utter, express, pronounce, enunciate, tell, state, recite
see	to perceive with the eyes, understand, concider, launch, do
seem	to appear to the mind or eye; look, assume, look as if
send	to direct or transmit away, move away, dispatch, forward
set	place in position; adjust, establish, apply, deposit, aim
stay	remain, stop, cause to stop, endure, delay, hinder
take	gain possession of, buy, obtain, receive, make, do, perform
turn	move around an axis, reverse, change, switch, become sour

You can practise this with your students. Find out which combinations might make sense, because with these combinations you give your students one of the most powerful tools of the English language!

Just to refresh your memory, the Verbs **be, have, do** are Full Verbs but also have the function of **Helper Verbs**.

The Verbs **will, shall, can, may, must, would, should, could, might** and **ought to** are **Modal Verbs**, which means that we can express with them different nuances of intentions. They are no Full Verbs. They cannot stand only for themselves but always refer to another Full Verb! There are other Verbs that can be used as Modal Verbs, such as *to be able to, to be allowed to*, *to be going to*, *have to*, *need to, dare to, used to*, etc. Right from the start, beginners have to learn all forms of the Helper and Modal Verbs

Simple Tenses			Participles	
Present	**3rd Pers**	**Past**	**Present**	**Past**
am, are	**is**	**was, were**	**being**	**been**
have	**has**	**had**	**having**	**had**
do	**does**	**did**	**doing**	**done**
will *	**will ***	**would ***	willing	willed
shall *	**shall ***	**should ***	-	-
can *	**can ***	**could ***	-	-
may *	**may ***	**might ***	-	-
must *	**must ***	-	-	-
-	-	**ought (to) ***	-	-

Remember: Alternatively, the Simple Present and the Simple Past tense can be formed by the Helper Verbs "do" and "did" + Base form

(or the Simple Present tense or the Infinitive form) of the Verb. We use "**do**" to emphasise the main Verb and we can use "**did**" to avoid irregular Past forms. *The Modal Verbs **will, shall, may, can, must** are linked to the Infinitive in the same way, and they describe actions or situations in the "Future", and **should, would, might, could, ought to"** are in use to describe assumptions or to talk about conditions!

Simple Tenses			Participle	
Present*	**3rd Pers**	**Past**	**Present**	**Past**
bring	brings	brought	bringing	brought
come	comes	came	coming	come
get	**gets**	**got**	**getting**	**got**
give	gives	gave	giving	given
go	goes	went	going	gone
hold	holds	held	holding	held
keep	keeps	kept	keeping	kept
look	looks	looked	looking	looked
let	lets	let	letting	let
make	**makes**	**made**	**making**	**made**
need	needs	needed	needing	needed
pull	pulls	pulled	pulling	pulled
push	pushes	pushed	pushing	pushed
put	**puts**	**put**	**putting**	**put**
run	runs	runned	running	run
say	says	said	saying	said
see	sees	saw	seeing	seen
seem	seems	seemed	seeming	seemed
send	sends	sent	sending	sent
set	sets	set	setting	set
stay	stays	stayed	staying	stayed
take	takes	took	taking	taken
turn	turns	turned	turning	turned

(If you are sensible, you will imediately understand that you can combine "be" with one of those direction words. You will also see that you cannot combine "have" with those directions in most cases, because "have" indicates a possession. But you can combine "have" with other Verbs, Nouns or Adjectives. With these few Verbs above we can express almost all daily actions, and we avoid to search our memory for one of the thousands of specific Verbs!)

The Verbs **get, put** and **make** are Full Verbs. However, they have such a wide range of meaning that we can consider them *Magic Verbs*. They can take almost every direction word, many Nouns, phrases and Adjectives. So they (particularly **get**) have almost the quality of Helper and Modal Verbs. Most of the other Operators are simple *Action Verbs*. Together with a Direction Word they become more definite and they too almost gain Magic Verb qualities. In order to make you understand what I really mean, I going to tell you now a little story. Basically it is narrated only with the one Verb "Get":

A Magic One-Verb Story

I *got up* at seven o'clock in the morning, then I *got to* the bathroom. There I *got* myself *washed*, *got* my teeth *brushed* and *got* my hair *combed*. I *got into* my clothes and after that I *got down*stairs *to get* the breakfast ready. Half an hour later, my aunt *got* the frontdoor of my house *opened*, *got in* with a bottle of yellow lemonade in her hand and *got* her comment to my ears: "You *have got to* try this, it *gets you* feel much better!"
I *got excited* about the delicious taste, *got* my jacket *on* and *got down* the stairs, *out* of the house, *across* the road, *along* the pretty houses, with the vibrating church bell in the background and the noise of the traffic all around me, *into* the alley, then *into* the building *on* the left-hand side. With great expectations, I *got into* the little supermarket on the first floor, through the narrow aisle with all the shiny bottles, *got* three more bottles of the magic lemonade, and *got* with them to the tills. There I *got out of* the pocket my last money, *got* it *counted* and after a time of waiting in the cue, I *was getting it into* the hand of the cashier so that I *could get* the bottles *into* the bag which she *got* me *from under* her desk. With the receipt and the bag in my hands, I *got out of* the building, *back* into the alley, *along* the pretty houses, *across* the road, *got quickly into* my house, *to get away* from the starting rain, *up* the stairs, *into* the kitchen where I *got* two of the lemonade bottles *into* the fridge while I *was* hastily *getting rid of* the lid of the third bottle in order *to get it to* my mouth. The lemonade *was* getting down my throat with a sparkling fizz in my mouth so that I *got* a ticklish feeling in my nose which *was getting out* in an exploding sneeze. I *got awake* with a thirsty feeling and I *was getting* the thought that all of this I *got in* my sleep was the wishful dream of A Magic Lemonade. *Got* it?

My meek, little story here might not win the Pulitzer Prize but it clearly shows that we do not need lots of Verbs to get a story across.

Teacher's task: Explain to your students all ***get-phrases***. Sometimes, the Verb **get** is followed by a Direction Word, somtimes **get** is followed by a **Noun**, **Past Participle** or a **phrase**.
Student's task: Write a little story on your own by using get-phrases only as seen in my little story here. The story should contain at least five clauses or sentences. Then write a story with *get*, *put*, *do*, *make*.
Next step: Write a story. use **6** out of **12** Verbs: *get*, *put*; *come*, *go*; *give*, *take*; *keep*, let; *do*, *make*; *pull*, *push*. Use the **12** Direction words *across*, *along*, *away*; *in*(to), *out* (of); *on*(to), *from* (under), *up*(on), *off*, *for*, *by*, *to*.
Teacher's task: Let students write a story every week. Practise!

32 Rules Of Grammar And Usage in Short

It is fact that learners of English are forced to learn too many rules. But it is also fact that learning hundreds of different rules and their countless exceptions kills the learners ability and will to speak English as it is almost impossible to obey each single of those (sometimes ridiculous) rules and not act against another rule by doing so! Therefore Basic English has only a dozen grammar rules and some 20 tricks that enables you to get the most out of the vocabulary. Every student must learn and obey all the following **12 Rules** and should practise all **20 Pieces of Advice** in order to master English efficiently:

12 OBLIGATORY RULES TO FORM WORDS:

1.	Change a **Singular Noun** into a **Plural Noun** by adding an "**s**" to its end. We must use special ways to make a Plural word in English, such as "**es**" and "**ies**", (Irregular: m**a**n-m**e**n, f**oo**t-f**ee**t, etc.) according to the official rules.
2.	When a **Noun** has the ending **'s**, it shows ownership: Linda**'s** book. We also can use "**of**": The book **of** Linda. Long names are made with "**of**" to say what belongs to what: The United States **of** America.
3.	• The **Positive Article** for things we know, recognise or we feel familiar with, is "**the**": the apple (which I bought). The **Positive Article** for things we do not know, just any thing, is "**a**" or "**an**": a book, an apple (any book or apple). Use these **Articles** when ever possible. Exception: A **Gerund** and **Nouns in Plural** do not need "**the**". • The **Negative Article** for "the" or "a / an" is "**no**": We use the *Article* "**no**" before Nouns and Adjectives: There is **no** food. We have **no** delicious fruits. I have **no** money.
4.	The pronouns "**they**, **them**, **their**, **theirs**, **themselves**" do not only stand for the Plural but also for the Singular "he, she, it" etc. when we do not want to mention the **gender** or sex of people! I have send them a letter (= I have send her or him a letter).
5.	The word "**not**" is used before: *Articles* (we have **not a** single bread), *Pronouns* (this is **not my** book), *Adverbs* (he is **not well** prepared), and *Verbs* (I am **not doing** that; she does **not go** to school).
6.	Adjectives can express the **negative** with "**un-**", "**in-**", "**non-**", "**de-**" or "**dis-**". Note: We can use "**not**" instead: "**un**clear" = "**not** clear", particularly in predicative descriptions: "the view is **not** clear". We can use **non-** for some attributive expressions: *"he is drinking **non**-alcoholic beer".*
7.	• For positive **Comparatives** and **Superlatives** (of Adjectivs **and** Adverbs**!)**, we can use either "-**er**" and "-**est**" (for short Adjectives) or "**more**" and "**most**" (for Adjectives that have more than 2 syllables): large – larg**er** (than) – (the) larg**est**; beautiful – **more** beautiful (than) – (the) **most** beautiful. • For a **Negative** Adjective **or** Adverb, their **Comparative** and **Superlative**, we can say "**not**" or "**less**" and "**least**": **not** beautiful – **less** beautiful (than) – (the) **least** beautiful.
8.	We can use most **Verbs as Nouns** by adding "-**ing**": (the) writ**ing**, (the) eat**ing**. We call such a Noun "Gerund" and it does not need articles: **Swimming** is fun. By adding "-**ing**", we can use most Verbs **also as Adjectives**: the swimm**ing** bottle, the writ**ing** student, the eat**ing** woman.
9.	• Many **Adjectives** can be turned into **Adverbs** with the ending "-**ly**". The ending -**ly** means "-**like**". Therefore, we can change **Nouns** into Adjectives and Adverbs too: "manly" means "manlike"; womanly = womanlike, homely = homelike, etc. • When we want to describe things in the form of an Adjective (or as an Adverb!) we also can use "-**like**" in any case: "It is boxlike" = it looks like a box. • **Adverbs** usually come **after the Verb** or at the end of the sentence: "She writes **quickly** a letter" or "She writes a letter **quickly**". But: The Adverb **can stand before the Verb** to put **emphasis** on the Adverb! "She **quickly** writes a letter". Frequency Adverbs (such as always, often, sometimes, seldom, never) also can stand before a Verb: *"He never talks".*
10.	If we do not want to mention a particular thing or person, we can use **some-**, **any-**, **no-**, **every-** to build Indefinite Pronouns with **-body**, **-one**, **-thing**, **-where**, **-how**: everybody, someone, no one, anywhere.

11.	With the dictionary form of a Verb we give **commands**: *"stay!", "go!", "take!".* We can be more precise by putting Prepositions, Adverbs or Adjectives after the Verb: *"stay here!", "Get off!", "Put it on!", "Hand it over!", "Be quiet!" "Come in!", "Let her through!".* Be polite: use Please at the beginning or end
12.	The English Verb always can form **4 times**: Present, Past, Future, Future in the Past. These times are used in all **4 Aspects**: Simple, Simple Continuous, Perfect, Perfect Continuous. We can use only the **16 forms** of the **Active Voice** if the Verb is "intransitive", but we can use also the **16 Passive Voice** forms for "transitive verbs", thus **32 Verb tenses** in total ! • **Irregular Verbs** are difficult to remember. Trick: We can express or paraphrase the **Past tense** by using "**did**": Say "**did seek**" instead of "**sought**". Examples: did sleep, did go, did make, did come, did see, etc. • We express the **Future tense** by using "will, shall (can, may, must); be going to": "I will seek", "I shall seek", "I am going to seek". **But:** Never use *"be going to"* for polite questions. It sounds demanding and rude! • With their past form "would, should, could, might, ought to" we form the **Future tense in the Past** which is used to form **Conditional** sentences (**if**-sentences): "I would leave if I were you!" (Obey Verb tense agreement!)

20 PIECES OF PRACTICAL ADVICE:

1.	Use the words **male**, **female**, **infant** (or baby) to specify the **gender** of any living being: **male cook**, **female driver**, **infant crocodile**; male bee, female bee, male infant bee.
2.	Instead of Articles, we can use **Positive Pronouns**: "**this / that**" or "**these / those**"; or "**some**". Alternatively, we also can use them in a **negative** way: "**not this / not that**" or "**not these / not those**"; "**not any**".
3.	We can change most **Adjectives** into **Positive Nouns** by adding "**-ness**": fastness, goodness, greatness, lateness, oldness, smallness, shortness, tallness, shyness, ugliness, wellness. **Negative:** shy**less**ness, etc.
4.	It can be difficult to decide if we should use "**much**" or "**many**". Simple Trick: Use "**a lot of**" or "**lots of**" or "**plenty of**" instead. It is always correct: "plenty of water / money / apples / cars / work". The negative: "There is not a lot of work" (not much = little), "There are not plenty of cars" (not many = few).

5.	As for **Contractions:** Use the full form if you want to be understood correctly. Learn the full forms first as "**I'd**" can have different meanings: "I had, I should, I would"; "**it's**" can mean "it is", "it was", "it has". Using full forms is a must in writing!
6.	Use the words "**about**" or "**around**" when you deliberately want to be **inexact** or **imprecise**: It is about 10 o'clock. **Note:** Instead of "it is **about** ten" or "**around** ten", native speakers also may use the suffix "**-ish**" and say: "It is ten**ish**" or "ten o'clock**ish**". "The shirt is red**dish**" (blue**ish** etc.) or "**somewhat** blue".
7.	Use the word "**times**" (or the ending -**fold**) to express **definite multiplications**: His income has increased six**fold** (or six **times**) in the last ten years. **Note:** It may be advisable to avoid words such as "once / twice / trice". Alternatively, you can use "one time / two times / three times" instead.
8.	The ending "-**ward(s)**" can be used to say where something or somebody moves to: southwards, northwards, eastwards, westwards; southeastwards; towards, upwards, downwards, forewards, backwards, leftwards, rightwards, inwards, outwards, crosswards. We can do that even with placenames: "We are proceeding / going / moving Londonwards". There is no difference in meaning between "-ward" and "-wards".
9.	In most languages like Chinese, the **Question Tag** is always the same: "对吗 duì ma?" It means "**correct?**", "**right?**", "**true?**" In English we use question tags, such as: "**is it not**?" or "**have they not?**", or in short: "**isn't it?**", "**haven't they?**" Many learners find it difficult to use the correct form. • Simple trick to avoid question tags and their answers: In common English we also use the question tags "**correct?**", "**right?**", "**true?**". You always can use this simple trick to provoke an answer by using "**correct?**", "**right?**", "**true?**" or "**not correct?**", "**not right?**", "**not true?**" for the opposite. Many native speakers use even a short "**eh?**" as positive and negetive tag! • **Important:** The answers also should be: "**correct!**", "**right!**", "**true!**" or "**not correct!**", "**not right!**", "**not true!**" for the opposite. Please **NEVER** answer with "**Yes**" or "**No**", as this answer can mean right the opposite of that what you really mean! "**Yes**" does not mean "**correct!**" (对), and "No" does not mean "**not correct!**" (不对)!

10.	Common **Adverbs** (*diligently, firstly, lastly*) can be turned into Nouns: *"with diligence, at first, at last"*. But attention: The user has to find all equivalents in a dictionary!	**14.**	**Four Word Order Essentials:** **A.)** A simple English sentence or answer (AND most subordinate clauses!) usually has the order "**Subject – Verb – Object** (– Adverb)": *"She has a lot of money today, but she has no time"*.
11.	We can use most **Verbs as Nouns for** naming **persons** or their jobs by adding "-**er**": bake – bak**er**, swim – swim**mer**, eat – eat**er**, give – giv**er**, walk – walk**er**, build – build**er**, join – joiner, write – writer. Only a few verbs such as "act" or "protect" must have the ending "**or**": "act**or**", "protect**or**".		
			B.) A "**Yes/No**"-question has no question word but one of these Helper Verbs: **be, have, do**. This changes the order to **Helper Verb – Subject –** (Verb) – **Object** (– Adverb): *"Has she a lot of money today?"* or *"Does she have a lot of money today?"* or *"Is he tired now?"* Instead of "does", the Modal Verbs **shall-should, will-would, may-might, can-could, must, ought to** also can be used, and substitutes such as **appear to, seem to, dare to, have to, need to, wish to, want to, like to, love to, hope to, decide to, used to, avoid to; be going / able / allowed to**.
12.	There are several Verbs that have the **ending -en**: shorten, widen, lenghten, lighten etc. They can come from Adjectives, or from Nouns that describe something. If we want to describe something or someone, we always can use a roundabout way of saying things with "make": "make it long", "make it longer", "make it not long", "make it not longer", etc.		
			C.) A question that asks for information begins with **what, why, where, who, when, how**. The order is: **Question word – Helper Verb – Subject – Verb** – (Object or Complement) – (Adverb): *"Why has she a lot of money today?"* or *"Why does he run fast?"* or *"Who runs fast?"*

13.	**Get rid of the Verbs!** We extremely can simplify English by using **Phrasal Verbs**. Take the Verb "**enter**" for example. It means the same as "**go in**" or "**come in**". We take a common **Action Verb** and **attach** a word of **direction or position**. So, "to **climb** a tree" is "to **go up** a tree", and "**to descend**" is "**to go down**".
	    • We need 32 Verbs to cover the most essential actions. They are: "**be, have, do** (Helper Verbs); **will, shall, can, may, must, would, should, could, might, ought to** (Modal Verbs); **bring, come, get, give, go, hold, keep, let, look, make, need, pull, push, put, seem, say, see, run, set, send, stay, take, turn** (common Action Verbs)".
	    • When you put after one of those common Action Verbs one of these direction words "**across, after, around, at, away, back, by, down, far, in, left, near, off, on, out, over, right, round, to, together, under, up, upon**" then you have the power to say things for which you usually would need many hundred Verbs!
	    • The Verbs "**get**" and "**put**" have such a wide range of meaning that we can consider them **Magic Verbs**. With the Verb "**get**" we can say almost anything that describes any kind of "movement". With the Verb "**put**" we say anything that describes "placing" or "changing" things. Translate: **get off, get on, get away, get about, get round, get across, get up, get down, get in, get out**. And with all here mentioned Action Verbs we can do the same. "Look up" and be surprised!
			D.) The **SVO**-wordorder can turn the other way round when we change a sentence from Active Voice (I fill the kettle with water) into the Passive Voice: *"The kettle is filled with water by me"*. The Subject "by me" can be dropped when the agent is not needed or ought to be kept secret.

		15.	**Conjunctions** such as "**and** (in addition), **but** (however), **because** (for), **so** (therefore), **yet** (in spite of that), **nor** (not either)" connect 2 words, clauses or sentences: "I have time so we can talk!". Word order: SVO, SVO.
		16.	Position of the **Frequency Adverbs** (FA) always, often, sometimes, seldom, never: S-(-Aux)-**FA**-V-O. Other FA: usually, rarely, hardly ever, occasionally.
		17.	With the Relative Pronouns **that**, **which**, **who**, whom, whose; where, when, (or no pronoun), we build Relative Clauses. See page 451 and practise"
		18.	The **3rd Pers.** Present tense has the **ending -s**. But instead of "has, does, gets, puts, makes", many native speakers say "have, do, get, put, make".
		19.	Instead of a full question form *"Where do you want to go?"*, we **simply** can **ask**: *"Where to go?"*, *"What to do?"*, *"How to get it?"*, *"Where to put it?"*
		20.	Sentences and Names **must** begin with a Capital letter (A, B, etc.). Each word must be separated by a gap! **After** (not before!) punctuation marks such as ", . ; ? !" also **must** be a gap!

Basic English Word List 单词表

This is the list you really need! About 1000 words for everyday life. They enable you to talk about almost everything.

Operators or Function Words - 300 Words
功能词 - 300 个单词

(Please note that a word may appear several times as it can execute several different operations, or a word can have different forms!)

18 **Helper Verbs:** be, have, do; will, shall, can, may, must; would, should, could, might, ought to; used to; be to, have to, need, dare.

22 **Basic Verbs:** bring, come, get, give, go, hold, keep, let, look, make, pull, push, put, run, say, see, seem, send, set, stay, take, turn.

100 **Daily Verbs:** act, appear, avoid, beat, bite, blow, boil, break, burn, burst, change, choose, clean, control, cook, cope, close, count, crush, cry, deal, die, dig, doubt, drink, eat, empty, end, fall, fear, feed, feel, fill, find, fix, fly, fold, follow, grow, guide, hang, happen, hate, hear, help, hope, jump, kick, kill, kiss, know, lay, laugh, leak, lead, lie, lick, listen, live, lose, love, mean, mend, move, open, pour, press, read, remember, remind, roll, rule, shake, shout, sleep, slip, smile, speak, spy, stand, start, steer, step, stick, stop, suck, support, swim, talk, taste, tell, tear, think, throw, touch, try, walk, want, wish, write.

40 **Direction Words:** about, across, after, against, along, among, around, at, away, back, before, below, beneath, beside, between, beyond, by, close to, down, down on, far, from, in, in front of, inside, into, left, near, nearby, next to, off, on, opposite, out, out of, outside, over, past, right, round, to, together, through, under, up, upon, up to, with, within; without, under, underneath, up; north, south, east, west.

5 **Frequency Adverbs:** always, often, sometimes, seldom, never.

15 **Movement Adverbs:** towards, forwards, backwards, downwards, upwards, inwards, outwards, centrewards, crosswards, leftwards, rightwards, northwards, southwards, westwards, eastwards.

32 **General Adverbs:** again, anyhow, even, ever, far, here, near, now, out, somehow, still, then, there, together, well; almost, enough, even, little, much, not, only, quite, so, too, very; yesterday, today, tomorrow; please; yes, no.

4 **Articles:** a / an, the, no.

4 **Definite Pronouns:** that, those, this, these.

20 **Indefiinite Pronouns:** all, any, anyone, anybody, anything, every, everyone, everybody, everything, none, no one, nobody, nothing, other, some, someone, somebody, something, such.

8 **Subject Pronouns:** I, thou, he, she, it, we, you, they.

8 **Object Pronouns:** me, thee, him, her, it, us, you, them.

8 **Possessive Adjectives:** my, thy, his, her, its, our, your, their.

8 **Possessive Pronouns:** mine, thine, his, hers, its, ours, yours, theirs.

8 **Reflexive Pronouns:** myself, thyself, himself, herself, itself, ourselves, yourselves, themselves.

12 **Genuine Question Words:** what, who, whom, whose, why, where, when, whether, which; whence, whither; how.

5 **Relative Pronouns:** that, which, who, whom, whose.

26 **Conjunctions:** and, because, since, but, for, or, nor, if, so, yet although, though, while, as, as if, untill, when, after, before, ever since, that, so that, unless

Qualities - 155 Descriptive Words
状态- 155 个常用单词

able, acid, angry, automatic, awake, bad, beautiful, bent, big, bitter, black, blue, blunt, boiling, bright, broken, brown, certain, cheap,

chemical, chief, clean, clear, cold, common, complete, complex, conscious, cruel, cut, dark, dead, dear, deep, delicate, dependent, different, dirty, dry, early, elastic, electric, equal, false, fat, feeble, female, fertile, first, fixed, flat, foolish, free, frequent, full, future, general, good, great, green, grey, hanging, happy, hard, healthy, heavy, high, hollow, ill, important, kind, last, late, left, like, living, long, loose, loud, low, male, married, material, medical, military, mixed, narrow, natural, necessary, negative, new, normal, old, open, opposite, parallel, past, physical, political, poor, positive, possible, present, private, probable, public, quick, quiet, ready, red, regular, responsible, right, rough, round, sad, safe, same, second, secret, separate, serious, sharp, short, shut, simple, slow, small, smooth, soft, solid, special, sticky, stiff, straight, strange, strong, sudden, sweet, tall, thick, thin, tight, tired, true, violent, waiting, warm, wet, white, wide, wise, wrong, yellow, young.

Things - 200 Picturable Words
事物- 200 个可用图表示的单词

angle, ant, apple, arch, arm, army, baby, bag, ball, band, basin, basket, bath, bed, bee, bell, berry, bird, blade, board, boat, bone, book, boot, bottle, box, boy, brain, brake, branch, brick, bridge, brush, bucket, bulb, button, cake, camera, card, cart, carriage, cat, chain, cheese, chest, chin, church, circle, clock, cloud, coat, collar, comb, cord, cow, cup, curtain, cushion, dog, door, drain, drawer, dress, drop, ear, egg, engine, eye, face, farm, feather, finger, fish, flag, floor, fly, foot, fork, fowl, frame, garden, girl, glove, goat, gun, hair, hammer, hand, hat, head, heart, hook, horn, horse, hospital, house, island, jewel, kettle, key, knee, knife, knot, leaf, leg, library, line, lip, lock, map, match, monkey, moon, mouth, muscle, nail, neck, needle, nerve, net,

nose, nut, office, orange, oven, parcel, pen, pencil, picture, pig, pin, pipe, plane, plate, plough, pocket, pot, potato, prison, pump, rail, rat, receipt, ring, rod, roof, root, sail, school, scissors, screw, seed, sheep, shelf, ship, shirt, shoe, skin, skirt, snake, sock, spade, sponge, spoon, spring, square, stamp, star, station, stem, stick, stocking, stomach, store, street, sun, table, tail, thread, throat, thumb, ticket, toe, tongue, tooth, town, train, tray, tree, trousers, umbrella, wall, watch, wheel, whip, whistle, window, wing, wire, worm.

Things - 400 General Words
事物 - 400 个常用单词

account, act, addition, adjustment, advertisement, agreement, air, amount, amusement, animal, answer, approval, argument, art, attack, attempt, attention, attraction, authority, back, balance, base, behaviour, belief, birth, bit, bite, blood, blow, body, brass, bread, breath, brother, building, burn, burst, business, butter, canvas, care, cause, chalk, chance, change, cloth, coal, colour, comfort, committee, company, comparison, competition, condition, connection, control, cook, copper, copy, cork, cotton, cough, country, cover, crack, credit, crime, crush, cry, current, curve, damage, danger, daughter, day, death, debt, decision, degree, design, desire, destruction, detail, development, digestion, direction, discovery, discussion, disease, disgust, distance, distribution, division, doubt, drink, driving, dust, earth, edge, education, effect, end, error, event, example, exchange, existence, expansion, experience, expert, fact, fall, family, father, fear, feeling, fiction, field, fight, fire, flame, flight, flower, fold, food, force, form, friend, front, fruit, glass, gold, government, grain, grass, grip, group, growth, guide, harbour, harmony, hate, hearing, heat, help, history, hole, hope, hour, humour, ice, idea, impulse, increase,

industry, ink, insect, instrument, insurance, interest, invention, iron, jelly, join, journey, judge, jump, kick, kiss, knowledge, land, language, laugh, law, lead, learning, leather, letter, level, lift, light, limit, linen, liquid, list, look, loss, love, machine, man, manager, mark, market, mass, meal, measure, meat, meeting, memory, metal, middle, milk, mind, mine, minute, mist, money, month, morning, mother, motion, mountain, move, music, name, nation, need, news, night, noise, note, number, observation, offer, oil, operation, opinion, order, organisation, ornament, owner, page, pain, paint, paper, part, paste, payment, peace, person, place, plant, play, pleasure, point, poison, polish, porter, position, powder, power, price, print, process, produce, profit, property, prose, protest, pull, punishment, purpose, push, quality, question, rain, range, rate, ray, reaction, reading, reason, record, regret, relation, religion, representative, request, respect, rest, reward, rhythm, rice, river, road, roll, room, rub, rule, run, salt, sand, scale, science, sea, seat, secretary, selection, self, sense, servant, sex, shade, shake, shame, shock, side, sign, silk, silver, sister, size, sky, sleep, slip, slope, smash, smell, smile, smoke, sneeze, snow, soap, society, son, song, sort, sound, soup, space, stage, start, statement, steam, steel, step, stitch, stone, stop, story, stretch, structure, substance, sugar, suggestion, summer, support, surprise, swim, system, talk, taste, tax, teaching, tendency, test, theory, thing, thought, thunder, time, tin, top, tool, touch, trade, transport, trick, trouble, turn, twist, unit, use, value, verse, vessel, view, voice, walk, war, wash, waste, water, wave, wax, way, weather, week, weight, wind, wine, winter, woman, wood, wool, word, work, wound, writing, year.

Advice: Students must check each word in a dictionary and write down the word and all its forms and different meanings! This method will improve the student's comprehension ability and spelling skills!

How Does Our Brain Learn And Memorise Best?

It is fact that our brain's "**short-time-memory**" can "store" best **5** up to **7** different kinds of *information* in a fraction of a second, and with ease. This is scientifically proven and put into practice by forensic experts of the Police every day. When a witness of a crime or other event is interrogated by the Police, the questioner tries to retain a description about a person from the *short-time-memory* of the witness like this: 1. Was the person male or female? 2. Was the person young or old? 3. Was its face round or long? 4. Was its hair dark or fair? 5. Was its skin light or dark? 6. Were its eyes dark or bright? 7. Were its clothes formal or casual? In other words, the questioner gives the witness the choice of two **opposites** and he himself ticks on a questionnare the answer **A**, **B**, or **C** (for neutral). Then he asks questions of greater detail: (4a). Was the hair short or long? (4b). Was it straight or wavy? (4c). Was it neat or messy? Within only half an hour, the questioner has the result of more than 100 detailed answers, and so he can make a "profile" or even a detailed picture of the person! This is exactly the way we should teach and learn a language.

If you look at my teaching methods of the *Verb tenses* or how I teach *colours*, you will find this "*en bloc*"- or "*in one package*"-principle again. Only this time, the other way round: not getting but giving information! Teachers, as well as learners, have to exploit the natural memorising capacity of our brain! AND: Teachers should explain this to their students, so that they can use it! We must teach **learning stuff** in **context**. The just learnt stuff has to be **practised** in order to bring it from the "short-time-memory" into the "long-time-memory" of the learner. Let us take a look how to learn vocabulary effectively.

Learning Suggestions

Learning a foreign language requires certain logical rules. The first vocabulary should be learnt in a specific order. Unfortunately, this order is often ignored so that students, after three or more years of learning, still cannot compose any useful sentence on their own.

It is absolutely essential that we learn the *function words* and *operators* in an entire overview first. There are good reasons for such an action. The important *function words,* that comprise about 300 words (and the knowledge of their different forms and appearance which gives any user of the English language a pretty good idea what a certain text or speech is about), must be learnt first, because they appear frequently in every sentence.

It is not hard to figure out which ones of these *function words* we have to pick from the sometimes large lists. They are just those words you also use in your native language for any everyday conversation: *Personal Pronouns (I, you, me, me, etc.)*, the *Possessive Pronouns (my – mine, her - hers, your - yours, etc.)*, the *Demonstrative Pronouns (this - these, that - those)*, some *Question Words (where, what, why, which, when, how)*, the *Articles (the, a, an)*, some *Conjunctions (and, also, because, but, or, while, etc.)*, some *Adjectives (big, small, fast, slow, red, blue, etc.)*, some *Adverbs (well, badly, here, there, left, right, please, thank you, very, always, never, yes, no, not, today, yesterday, tomorrow, 3 days ago, in 3 days etc.)*, the *Auxiliary Verbs (be, have, do)*, the *Modal Verbs (will - would, shall - should, may - might, can - could, must)*.

In addition, you need to know some *Basic English Verbs (get, put, come, go, give, take, keep, bring, hold, let, pull, push, make, seem, say, see, look, set, send, run, stay, turn)* and you need to know that you can increase their number by adding to them *Direction Words (such as: at, away, to, from, for, in, into, before, after, on, off, etc.)*.

How To Memorise New Words Effectively

Learn the four main kind of words in a logical method, that means in a package that makes sense. Look up in a dictionary for **Adjective**, **Noun**, **Verb** and **Adverb** and write them in a cross box such as this:

Adjective:	General Noun:	Noun for persons:
clean	the clean**ing**	the clean**er**
Verb: to clean	**Adverb:** clean**ly**	

In some cases, there is no proper Verb available, such as for words like **sport** or **crime**. So we must paraphrase the Verb in a kind of "Noun Phrase" with the Verb "to do" or "to commit":

Adjective:	general Noun:	Noun, person:
criminal	the crime	the criminal
Verb: to **do** a crime; to **commit** a crime	**Adverb:** criminal**ly**	

Making a Noun Phrase is a smart trick with which we can avoid using too many Verb forms! So, instead of "to clean" we can say "to make clean"

THE ENGLISH PREPOSITION – AN ETERNAL ENIGMA

The word *Preposition* comes from Latin, the Roman language, in which it was usually placed before an Object or complement, thus it was "before-placed". In some other languages (like Turkish or Japanese), the words with this grammatical function come after, not before, the complement. Such words are then commonly called *postpositions* and work like *suffixes*. English however, the Preposition can stand before a complement or it follows other words. It describes the relationship between other words in a sentence. It often describes a direction or location, therefore I call it "***Direction Word***".

In itself, a word like "*in*" or "*after*" is rather meaningless and hard to define in mere words. For instance, when you do try to define a Preposition like "*in*" or "*between*" or "*on*", you invariably use your hands to show how something is situated in relationship to something else. Prepositions are nearly always combined with other words in structures called *prepositional phrases*. Prepositional phrases can be made up of a million different words, but they tend to be built the same: a preposition followed by a determiner and an Adjective or two, followed by a Pronoun or Noun (called the *Object of the Preposition*). This whole phrase, in turn, takes on a modifying role, acting as an Adjective or an Adverb, locating something in time and space, modifying a Noun, or telling when or where or under what conditions something happened.

The following amusing text tells us about a professor's desk and all the prepositional phrases we can use while talking about it:

"You can sit *before* the desk (or *in front of* the desk). The professor can sit *on* the desk (when he is being informal) or *behind* the desk, and then his feet are *under* the desk or *beneath* the desk. He can stand *beside* the desk (meaning *next to* the desk), *before* the desk, *between* the desk and you, or even on the desk (if he's really strange). If he's clumsy, he can bump *into* the desk or try *to* walk *through* the desk (and stuff would fall *off* the desk). Passing his hands *over* the desk or resting his elbows *upon* the desk, he often looks *across* the desk and speaks *of* the desk or *concerning* the desk as if there were nothing else *like* the desk. Because he thinks *of* nothing *except* the desk, sometimes you wonder *about* the desk, what is *in* the desk, what he paid *for* the desk, and if he could live *without* the desk. You can walk *toward* the desk, *to* the desk, *around* the desk, *by* the desk, and even *past* the desk while he sits *at* the desk or leans *against* the desk. And the professor can sit there *in* a bad mood. All *of* this happens, *of* course, *in* time: *during* the class, *before* the class, *until* the class, *throughout* the class, and *after* the class".

The words you just have seen in *italic font* are all Prepositions. Some Prepositions do other things besides locate in space or time — *"My brother is like my father"*. — but nearly all of them modify in one way or another. It is possible for a Preposition phrase to act as a Noun — *"During a church service is not a good time to discuss picnic plans"*. — but this is seldom appropriate in formal or academic writing.

You may have learnt that ending a sentence with a Preposition is a serious breach of grammatical etiquette. It does not take a grammarian to spot a sentence-ending preposition, so this is an easy

rule to get caught up on (!). This so-called rule itself is a latecomer to the rules of English writing. As a matter of fact, native English speakers do not care about this silly rule. They break it frequently and those who dislike the rule may be fond of this rejoinder written by Literature Nobel Prize winner Winston S. Churchill: *"That is nonsense up with which I shall not put".*

Common Prepositions			
about	beyond	on	with
above	by	out	without
across	down	outside	according to
after	during	over	because of
against	except	since	by way of
around	for	through	despite
at	from	throughout	in addition to
before	in	till	in front of
behind	inside	to	in place of
below	into	toward	in regard to
beneath	like	under	in spite of
beside	near	until	instead of
besides	of	up	on account of
between	off	upon	out of

The handling of Prepositions are *not logical* but *historical*. Is it any wonder that Prepositions create such troubles for students for whom English is a second language? We say we are *at* the hospital to visit a friend who is *in* the hospital. We lie *in* bed but *on* the couch. We watch a film *at* the cinema but *on* television. For native speakers, these little words present little difficulty, but try to learn another language, any other language, and you will quickly discover that Prepositions are troublesome wherever you live and learn. The only way a learner of the English language can begin to master the tricky usage of the Preposition is through practice and paying close attention to speech and the written word. Keeping a good dictionary close *at* hand (or *to* hand?) is an important first step.

This chapter contains some interesting and sometimes troublesome Prepositions with brief usage notes. To address all the potential difficulties with Prepositions in idiomatic usage would require volumes. I just wish to give you an idea about their meaning and usage.

First and most important rule is: Learn the general meaning of those Prepositions that deal with movement, position and location. These Prepositions are also used for time and other things.

Prepositions of Movement and Location

We use *to* in order to express movement toward a place.
They were driving *to* work together. She's going *to* the dentist's office this morning.

Toward and *towards* are also helpful Prepositions to express movement. These are simply variant spellings of the same word; use whichever sounds better to you.
We're moving *toward* the light. This is a big step *towards* the project's completion.

Prepositions of Location: *in, at*, and *on* and No Preposition			
IN	**AT**	**ON**	**NO PREPOSITION**
(the) bed*	class*	the bed*	downstairs
the bedroom	home	the ceiling	downtown
the car	the library*	the floor	inside
(the) class*	the office	the horse	outside
the library*	school*	the plane	upstairs
school*	work	the train	uptown
* You may sometimes use different prepositions for these locations.			

With the words *home, downtown, uptown, inside, outside, downstairs, upstairs*, we use no Preposition: *My father went upstairs. My mother came home. They both went outside.*

Prepositions with Nouns, Adjectives, and Verbs.

Prepositions are sometimes so firmly linked to other words that they have practically become one word. (In fact, in other languages, such as German, they would have become one word.) This occurs in three categories: Nouns, Adjectives, and Verbs.

NOUNS and PREPOSITIONS		
approval of	fondness for	need for
awareness of	grasp of	participation in
belief in	hatred of	reason for
concern for	hope for	respect for
confusion about	interest in	success in
desire for	love of	understanding of

ADJECTIVES and PREPOSITIONS		
afraid of	fond of	proud of
angry at	happy about	similar to
aware of	interested in	sorry for
capable of	jealous of	sure of
careless about	made of	tired of
familiar with	married to	worried about

VERBS and PREPOSITIONS		
apologise for	give up	prepare for
ask about	grow up	study for
ask for	look for	talk about
belong to	look forward to	think about
bring up	look up	trust in
care for	make up	work for
find out	pay for	worry about

Prepositions of Time: FOR and SINCE

We use **for** when we measure time (seconds, minutes, hours, days, months, years): *He held his breath for seven minutes. She's lived there for seven years. The British and Irish have been quarreling for seven centuries.*

We use **since** with a specific date or time: He's worked here *since* 1970. She's been sitting in the waiting room *since* two-thirty.

Prepositions of Time: AT, ON, and IN

We use *at* to designate specific times: The train is due *at* 12:15 p.m.

We use *on* to designate days and dates: My brother is coming *on* Monday. We are having a party *on* the Fourth of July.

We use *in* for nonspecific times during a day, a month, a season, or a year: She likes to jog *in* the morning. It's too cold *in* winter to run outside. He started the job *in* 1971. He's going to quit *in* August.

Prepositions of Place: AT, ON, and IN

We use *at* for specific addresses: Grammar English lives *at* 55 Brighton Road *in* Guildford.

We use *on* to designate names of streets, avenues, etc.: Her house is on Brighton Road.

And we use *in* for the names of land-areas (towns, counties, states, countries, and continents): She lives *in* Guildford. Guildford is *in* County Surrey. County Surrey is *in* England.

Idiomatic Expressions with Prepositions

agree *to* a proposal (or *with* a person, *on* a price, *in* principle)
argue *about* a matter (or *with* a person, *for* or *against* a proposition

compare with *to* show likenesses (or differences, similarities)
correspond *to* a thing or *with* a person
differ *from* an unlike thing or person
live with other people (or at an address, in a house or city, on a street,

Unnecessary Prepositions

In everyday speech, we fall into some bad habits, using Prepositions where they are not necessary. It would be a good idea to eliminate these words altogether, but we must be especially careful not to use them in formal, academic prose.

She met *up with* the new coach in the hallway.
The book fell off *of* the desk.
He threw the book out *of* the window.
She wouldn't let the cat inside *of* the house. [or use "*in*"]
Where did they go *to*?
Put the lamp in back of the couch. [use "*behind*" instead]
Where is your college *at*?

Prepositions in Parallel Form

When two words or phrases are used in parallel and require the same Preposition to be idiomatically correct, the Preposition does not have to be used twice: You can wear that outfit in summer and *in* winter. The female was both attracted by and distracted *by* the male's dance.

However, when the idiomatic use of phrases calls for different Prepositions, we must be careful not to omit one of them: The children were interested *in* and disgusted *by* the movie. It was clear that this player could both contribute *to* and learn *from* every game he played. He was fascinated *by* and enamored *of* this beguiling woman.

The greatest horror to Chinese English students is caused by a combination of *Verb and Preposition* which is known as "*Phrasal Verb*". The Preposition (or other kind of word) that is joined to the Verb is then called a *particle*. You only have a chance to understand the Phrasal Verb when you understand the basic meaning of English Prepositions. One of reasons that caused this trouble is that most schoolbooks do not explain that those Phrasal Verbs are ruled by their attached Prepositions. So in the following example the word "***in***" is important, not the words "*get, pop or come*"! The consequence is, expressions such as "*come in, get in, pop in, go in, walk in*" contain an identical information: "*move in*". Another reason is that students do not know what those Prepositions precisely mean. If they would, they could understand *Phrasal Verbs* much better. Let us have a closer look at these **sketches and descriptions**:

at (在...点 **zài...diǎn**) (confined to a precise point)
at the station, at home, at the seaside, at the top, at the bottom (of the sea, of the the page), at your feet, at a certain distance.
Little towns and villages: at Windsor, at Eastbourne, at Stratford.
Time: We are going to meet him at two o'clock
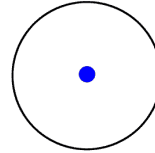
in (在...里 **zài...lǐ**) (confined to the interior of an area)
in a room, in the north, in the desert, in the distance.
Cities, regions and countries: in London, in Normandy, in Ireland, in Jilin Province.
Time: He will arrive in three days. The new semester will begin in September. To be in / on time.
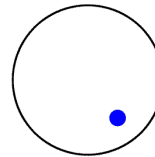
inside, within (內 **nèi**) (somewhere in an enclosed part or surface)
Inside the town there was no danger.
Somebody is calling from within the house.
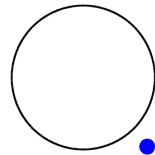
outside (外 **wài**) (to the exterior of an enclosure)
Outside England this man is unknown.
The rubbish bin is outside.
I am going to meet him outside.
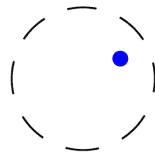
within (內 **nèi**) (within a certain range)
The true Cockney is born within the sounds of Bow bells.
Time: We could finish the job within half an hour
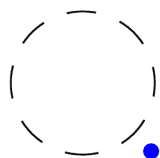
beyond (在...较远处 **zài...jiào yuǎnchù**) (outside of any range of action)

That bunch of grapes is beyond my reach. Unfortunately, the murderer fled to a country which is beyond our jurisdiction.

from (从 **cóng**) (answers the question "where from?" and indicates the original or former location)

He is from India. He came from Amsterdam. She came from the church. They just came from church (service).

from ... to (从...到 cóng...dào) (from original location point to destination point)

We will take a flight from Frankfurt to Beijing.

Time: He works every day from 8 am to 5 pm.

to (到 **dào**) (answers the question "where to?" and indicates a destination)

He went to Chicago. She goes to the door. We shall go to the theatre.

as far as (据 **jù**) (up to a certain point)

We took a walk after supper, we went as far as the lighthouse and back.

Time: When we say, It is a quarter to eleven, we mean, it is fifteen minutes before eleven o'clock.

up (向上 **xiàngshàng**) (ascending movement)

We call it dawn when the first light in the morning turns up and sunrise when the sun goes up. She went up the hill. She came all the way up.

Time: The time is up! (= the time reached the peak. The time came to an end).

down (向下 **xiàng xià**) (descending movement)

We call it sunset or sundown when the sun goes down in the evening. He went down to find the wine cellar.
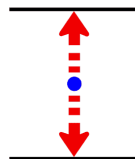
up to (向上 **xiàngshàng**) (ascending to a certain point or level) She came all the way up to the peak of the hill..

down to (向下 **xiàngxià**) (descending to a certain point)

Please go down to the third floor landing

Time: Today he will work up to (or until) 7pm.
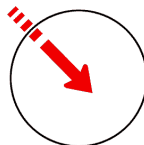
into (成 **chéng**) (indicates movement into a space)

I ran into my sister's room.
She looked into my eyes.
But: Put the book in your bag.

out of (出 **chū**) (indicates movement out of a space)
It was dark when I came out of the company..
Do not take the eggs out of the nest.
Please get the book out of your bag.
Time: We are running out of time (= the time we have in that space will reach an end).

towards (朝 **cháo**) (movement in direction of)
The ship was sailing towards the island. We were driving towards the station when it begun to rain hard.

against (针对 **zhēnduì**) (touching something that resists)
The rain was beating against the wind-screen. We had to swim against the stream. The soldiers were ordered to march against the enemy. We ran against the kerbstone.

on (上 **shàng**) (lying, sitting, standing)
The book is on the shelf. The flowerpot is on the window-sill. I can see an apple on the ground. There is a mark on the tablecloth.
Mode of transport: He is going to the town on horseback. She walks home on foot. I am on the bus (train, ship, aeroplane)

on (上 **shàng**) (hanging, being attached to something)
There is a painting on the wall. I have five fingers on my hand. The chandelier is hanging on the ceiling.
Carried with: I have no money on me.
Refering to action: the light has been on all night. The workers are on strike. Come on!
Indicating support: he lives on bread. They live on social benefits.
Plans, programmes: Your plan just is not on. What is on tonight?
Time: We will leave on Sunday.

over (以上 **yǐshàng**) (in direct position)
There is a lamp over the table.
under (下 xià) (with or without direct contact)
The pen is under your book. The dog is lying under the table.

above (以上 **yǐshàng**) (with spacial distance)
Above the house I saw an aeroplane. We flew above the clouds.
below, beneath, underneath (下面 xiàmian)
From the aeroplane we saw the Great Wall below (beneath, underneath) us.
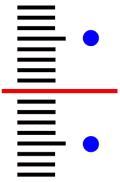
above (在…之上 **zài…zhī shàng**)

Snowdon is 3500 feet *above* sea-level.

below, **beneath** (在…之下 **zài…zhī xià**) (refering to the neutral point of a scale)

It is two degrees below zero this morning. *Beneath* the bridge I can see a small boat. My dress reaches *below* the knee.
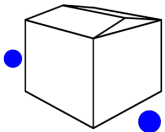
in front of, **before** (在…前面 **zài…qiánmiàn**)

In front of the house there is a big oak, behind it there is a garden.

behind (在…后面 zài… hòu miàn)

He stood before me talking about his plans.
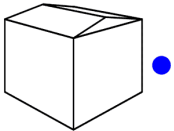
at, **by**, **near**, **nearby** (附近 **fùjìn**), **next to**, **close to**

The tree stands by the house. I stand at the window and look out. He sits by the fireplace and reads a book. The teacher's desk is near the door. Come and sit beside (by) me. In the house next to the library there is a public reading room. On the bus I stood close to the bus driver.

between, **betwixt** (在两者之间 **zài liǎngzhě zhī jiān**) (a point intermediate two other points in space, times, degrees etc.)

Our rose garden is between the house and the fir-tree.
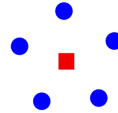
Time: I guess, he will come between two o'clock and half past two.

among, **in the midst of** (在…之间 **zài…zhījiān**) (a point intermediate more than two other points, in a group or number of)

That beech looks beautiful among all the dark-green fir-trees. I do not feel well in the midst of such a large crowd
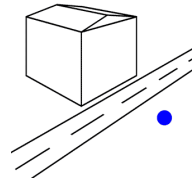
opposite (相对的 **xiāngduì de**)

He lives opposite the town hall. Come and sit opposite me at lunch.

Intellectual: the opposite of yes is no. The opposite of good is bad or not good. The opposite of positive is negative.
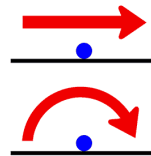
over (moving, flying) (越过，在…之上 **yuèguò, zài…zhī shàng**)

We flew over the Highlands of Scotland. The horse jumped over all the fences.

Time: He worked with that company for over three years.
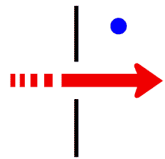
over, **across** (crossing something) (穿过 **chuānguò**)

We went over a road and then by boat across the river.

Time: The game is over
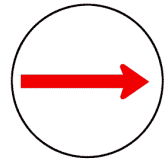
through, **across** (穿过 **chuānguò**) (transverse, to cross)

I walked through the garden and then across the fields.
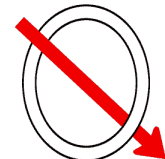
through (通过 **tōngguò**)

The burglar jumped through the window.
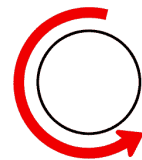
Time: We travelled all the day through.

round, **about** (在附近 **zàifùjìn**)
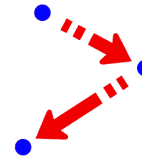
to look round a room, to stroll round the garden, to walk about the town.

Uncertainty: Is Trevor about? (= Is Trevor somewhere here?). I just found money, it must be round about 300 pounds.

Time: It is about two o'clock.

round (环绕 **huánrào**)

to run round a tree, to go round the corner, to sail round the world

by, **via** (通过 **tōngguò**) (detour or roundabout way)

I have come on foot by the fields. We returned by Liverpool. I had to take the flight from London to Tokyo via Paris.
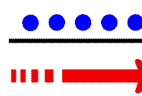
along (沿着 **yánzhe**)

We walked along the garden fence. There are lilac bushes along that wall. Come along!
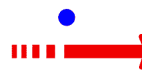
past (过 **guò**)

We walked past the shop.

Time: When we say, It is a quarter past eleven, we mean, it is fifteen minutes after eleven o'clock. The shop closes at half past seven. The shop closes at half after seven. The shop closes at half seven.

Talking about Direction and Position

One of the most important parts of a conversation is to give and understand Direction and Position. Students and teachers often ask me to explain how English speakers ask for the way, the destination, the position, the origin, the derivation, the origination or the Direction. In other words: We need to find out where something or someone is, comes from, or goes to. The Preposition plays the key role in that what we call "orientation". I made the following table in order to give you an idea what kind of Phrases we use, and for what purpose:

LORD HENFIELD'S TABLE OF POSITION AND DIRECTION IN PHRASES

Most students know the words in the first column already, but we need a bit more when we want to talk about position and direction. In English we have a fixed phrase for expressing any particular purpose, depending on what we exactly want to describe. And according to their purpose, we can display all of them in a large table in order to get a good overview.

With the ending *-wards* or *-ward* we deliberately can show only an appoximate direction. With the other phrases we describe exact positions, and we can express the direction of origin (where we come from) or the direction of destination (where we go to) very precisely. We use only a limited number of direction words: *at, in, on, to, from, before, in front of, behind, beyond; under, below, beneath, underneath*. Instead of **straight back** we can say **directly back** or **right back**. In connexion with **from the left** or **to the right** or **out of** or **from within** or from above or **from unterneath** we can use the words **directly**, **exactly** or **precisely** in front of them. Mind, Jilin is **in the north of** China (inside), Russia is **north of** China (outside)!

General Word	General Position	Precise Position	Direction Of Origin	Vague Direction	Precise Direction	In-Sight Position	Out-Of-Sight Position
PURPOSE:							
QUESTION:							
HOW?	*WHERE?*	*WHERE?*	*WHERE FROM?*	*WHERE TO?*	*WHERE TO?*	*WHERE?*	*WHERE?*
	Where is it?	Where precisely is it?	Where does it come from?	Where does it go to?	Where precisely does it go to?		
KEYWORDS (that can appear before the phrases**):**							
-	at, on, to	at, on, to	from	-	-	at, before, over, under	behind, beyond, over, under

WORD OR FULL PHRASE (We can say: **I go** up, on the floor, upwards, upstairs, to the right, over the bridge, behind the wall, beyond the limit, to the opposite side, to the other side, etc.)**:**

General Word	General Position	Precise Position	Direction Of Origin	Vague Direction	Precise Direction	In-Sight Position	Out-Of-Sight Position
up	on; over / above (the)	at / on the topside (of)	from above (the)	upwards (to)	straight up (the)	under the ceiling	over / above the ceiling
down	under; below / beneath / underneath (the)	at / on the underside (of)	from below / beneath / underneath (the)	downwards (to)	straight down (the)	over the floor / bottom	under; below / beneath the floor / bottom / ground
left	at / on the left (of)	at / on the left-hand side (of)	from the left (of)	leftwards (to)	to the left (of)	before the left wall	behind the left wall
right	at / on the right (of)	at / on the right-hand side (of)	from the right (of)	rightwards (to)	to the right (of)	before the right wall	behind the right wall
before / in front of	in front (of)	at / on the frontside (of)	from the front (of)	forewards (to)	straight ahead (to)	before the frontwall	behind the frontwall
back / at the rear	at / in the back (of)	at / on the backside (of)	from the back (of)	backwards (to)	straight back (to)	before the backwall	behind the backwall
north	in the north (of)	at / on the northside (of)	from the north (of)	northwards (to)	to the north (of)	before the northwall	behind the northwall
south	in the south (of)	at / on the southside (of)	from the south (of)	southwards (to)	to the south (of)	before the southwall	behind the southwall
west; the Occident	in the west (of)	at / on the westside (of)	from the west (of)	westwards (to)	to the west (of)	before the westwall	behind the westwall
east; the Orient	in the east (of)	at / on the eastside (of)	from the east (of)	eastwards (to)	to the east (of)	before the eastwall	behind the eastwall
opposite, (a)cross	across (the)	-	from across (the)	crosswards (to)	to the opposite (of)	before the opposite side	behind the opposite
side	in the other side (of)	at / on the other side (of)	from the other side (of)	-	to the other side (of)	before the other side	behind the other side

OTHER WORDS and NAMES; COMMENTS and EXAMPLES:

The Occident, the Orient (used as a name only)	**northwest, northeast, southwest, southeast.**	*inside of, outside of*	from **the inside**, from **inside**, from **within**, **out of.**	*inwards, out-wards:* They go upwards. They turned inwards	to the **north side** (of)**, underside** (of)**, left side** (of)**, inside** (of)**, outside** (of), etc.	Also: *at* the left wall (of); *under* the top (of) = ceiling; *on* the ground (of) = floor; in front of the wall	When that thing or living being is **out of reach** or **very far out of,** then we can say: "beyond the backwall"
The word **averse** stands for *front- side* or *to the front*; *reverse* is the backside or means to the back / backwards	below stairs, beneath / underneath the stairs / downstairs; Mind: Jilin is **in the north of** China (inside China), Russia is **north of** China (outside China)	Over the topside (distant), at the topside (not atta- ched); on the topside (closely attached or fixed); on the underside (attached), below the underside (not attached).	**septentrional** = north **austral** = south **occidental** = west **oriental** = east Used as adjectives or in names: "australwind".	We go upwards, westwards (to), etc. We went **upstairs** (to), We go **down-stairs** (to)	She goes up (to), more precise: she goes straight up (to)	With these expressions, we can say that something has distance: under the ceiling (distance to the ceiling);	With these expressions, we can describe positions with are **on or at the other side when we cannot see it**: "behind the backwall".

ACTIVE VOICE

VERBUM
that is
The Verb

and its complete pattern, including the correct position of **"not"**, shown by using the example **"to drive"**

PASSIVE VOICE

Simple Infinitive:
(not) (to) drive

The Simple Tenses:
drive (drives); do (not) / does (not) drive
drove; did (not) drive
will (not) drive
would (not) drive

Simple Continuous Infinitive:
(not) (to) be driving

The Simple Continuous Tenses:
am (not) / is (not) / are (not) driving
was (not) / were (not) driving
will (not) be driving
would (not) be driving

Perfect Infinitive:
(not) (to) have driven

The Perfect Tenses:
have (not) / has (not) driven
had (not) driven
will (not) be driven
would (not) be driven

Perfect Continuous Infinitive:
(not) (to) have been driving

The Perfect Continuous Tenses:
have (not) / has (not) been driving
had (not) been driving
will (not) have been driving
would (not) have been driving

PRINCIPAL PARTS:
drive (drives) - driving - drove - driven

ACTIVE VOICE:	PASSIVE VOICE:
Present Participle: driving	**Present Participle:** being driven
Past Participle: driven	**Past Participle:** been driven
Perfect Participle: having driven	**Perfect Participle:** having been driven

Simple Gerund: (not) driving | **Simple Gerund: (not) being driven**

Perfect Gerund: (not) having driven | **Perfect Gerund: (not) having been driven**

Plain Imperative: drive !	**Plain Imperative:** be driven !
Intensive Imperative: do (not) drive !	**Intensive Imperative:** do (not) get / be driven !
Subjunctive Present: (not) drive	**Subjunctive Present:** be (not) driven
Subjunctive Past: (not) drove	**Subjunctive Past:** were (not) driven
Subjunctive Future: should (not) drive	**Subjunctive Future:** should (not) be driven

Adjectives: driving, driven, driveable.

Nouns: driving, drive, driveway, drive-in, drive-up, drive through, driver, drive-by, driveability, drive shaft, driving licence, driver's license, drivenness, driving range.

Phrasal Verbs: drive at; drive across, drive around, drive away, drive on(to), drive off, drive in(to), drive out, drive to, drive over, drive round, drive under; drive left, drive right.

Performance: transitive (requires objects) / intransitive (does not need objects)

Simple Infinitive:
(not) (to) be driven

The Simple Tenses:
am (not) / is (not) / are (not) driven
was (not) / were (not) driven
will (not) be driven
would (not) be driven

Simple Continuous Infinitive:
(not) (to) be being driven

The Simple Continuous Tenses:
am (not) / is (not) / are (not) being driven
was (not) / were (not) being driven
will (not) be being driven
would (not) be being driven

Perfect Infinitive:
(not) (to) have been driven

The Perfect Tenses:
have (not) / has (not) been driven
had (not) been driven
will (not) have been driven
would (not) have been driven

Perfect Continuous Infinitive:
(not) (to) have been being driven

The Perfect Continuous Tenses:
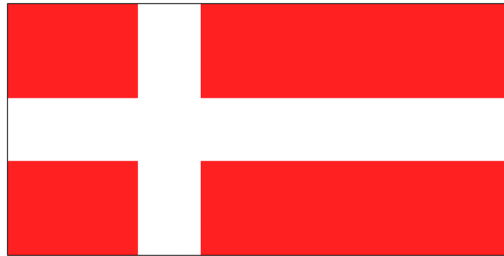have (not) / has (not) been being driven
had (not) been being driven
will (not) have been being driven
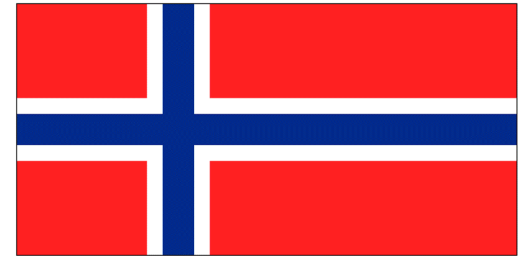would (not) have been being driven

The Kingdom of Denmark

The Federal Republic of Germany
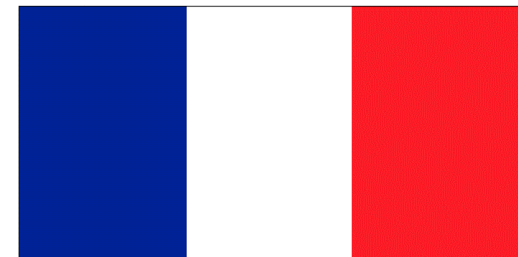

The Kingdom of Norway

The Kingdom of the Netherlands

The Kingdom of Sweden

The French Republic

Germany, Denmark and the Netherlands are the lands where the first English speakers came from. Vikings from Norway, Denmark and Sweden changed English. Normans from France enriched its vocabulary.

FORMS AND ATTRIBUTES OF THE ENGLISH VERB

Verbs are one of the main word classes in the English language. Like other types of words in the language, English Verbs are not heavily inflected. Most combinations of *Aspect*, *Time*, *Mood* and *Voice* are expressed **periphrastically**, using constructions with Helper Verbs. As the English Verb carries a lot of information through its form and its combinations, it is vital that students learn ALL forms right from the start! And I will show you how. First, in this chapter we have got to talk about the forms of the English Verb and what they really mean.

Generally, the only inflected forms of an English Verb are: **1.)** the ending **-s** for the *3rd Person Singular* in the *Simple Present tense*, **2.)** the ending **-ed** (regular, and c. 200 irregular forms) for the *Simple Past tense* and the *Past Participle*, **3.)** the ending **-ing** for the *Present Participle* (that can serve as a Gerund, Noun or Adjective), **4.)** the *Past Participle* (that also can serve as a Noun or Adjective). The irregularity of Verbs, in nearly all cases, does concern the Simple Past tense and the Past Participle forms. The link Verb *to be* has a larger number of different inflected forms, and is highly irregular.

These are the things we are going to talk about:
  1. The Inflected forms of Verbs
  2. The Verbs in combination
  3. The Aspects, Times and Moods:
     4 Aspects: 1. Simple, 2. Simple Continuous, 3. Perfect,
                  4. Perfect Continuous
     4 Times: 1. Present, 2. Past, 3. Future, 4. Future in the Past
     4 Moods: 1. Indicative, 2. Subjunctive, 3. Imperative,
                  4. Conditional
  4. The Active Voice and the Passive Voice
  5. Negation and Questions
  6. Modal Verbs
  7. The Uses of these 32 Verb combination types:

In the Active Voice:	In the Passive Voice:
1. Simple Present 2. Simple Past 3. Simple Future 4. Simple Future in the Past	1. Simple Present 2. Simple Past 3. Simple Future 4. Simple Future in the Past
1. Simple Continuous Present 2. Simple Continuous Past 3. Simple Continuous Future 4. Simple Continuous Future in the Past	1. Simple Continuous Present 2. Simple Continuous Past 3. Simple Continuous Future 4. Simple Continuous Future in the Past
1. Perfect Present 2. Perfect Past 3. Perfect Future 4. Perfect Future in the Past	1. Perfect Present 2. Perfect Past 3. Perfect Future 4. Perfect Future in the Past
1. Perfect Continuous Present 2. Perfect Continuous Past 3. Perfect Continuous Future 4. Perfect Continuous Future in the Past	1. Perfect Continuous Present 2. Perfect Continuous Past 3. Perfect Continuous Future 4. Perfect Continuous Future in the Past

  8. Have got and can see
  9. *Been* and *Gone*
  10. The Conditional sentences
  11. Expressions of *Wish*
  12. Indirect speech
  13. Dependent clauses
  14. The Uses of **nonfinite Verbs**
     1. The 8 Bare Infinitives
     2. The 8 to-Infinitives
     3. Perfect and Continuous nonfinite constructions
     4. Deverbal uses
     5. The 4 Gerunds
     6. Present Participle
     7. Past Participle

1. Inflected forms of Verbs

A typical English verb may have five different inflected forms:

- The base form or plain form (*go, write, climb*), which has several uses—as an **Infinitive**, **Imperative**, **Present Subjunctive**, and **Present Indicative** except in the 3rd-Person Singular
- The **-s form** (*goes, writes, climbs*), used as the **Present Indicative** in the **3rd-Person Singular**
- the **Past tense** (or **Preterite** or **Imperfect***) (*went, wrote, climbed*)
- The **Past Participle** (*gone, written, climbed*) – this is identical to the *Past tense* in the case of regular Verbs and some irregular Verbs (here the first two verbs are irregular and the third regular)
- The **-ing form** (*going, writing, climbing*), used as a Present Participle, Adjective, Gerund, and (de)verbal noun

The Verb **be** has a larger number of different forms (*am, art*, beest*, is, are, was, wert*, wast*, were*, being, been), while the Modal Verbs have a more limited number of forms. Some forms of **be** and of certain other Helper Verbs also have contracted forms (*'s, 're, 've*, etc.).

2. Verbs in Combination

In English, Verbs frequently appear in combinations containing one or more Helper Verbs and a nonfinite form (infinitive or participle) of a main (lexical) Verb. For example:

> The dog **was barking** very loudly.
> My hat **has been cleaned**.
> Jane **does** not really **like** us.

The first Verb in such a combination is the *finite Verb*, the remainder are nonfinite (although constructions in which even the leading Verb is nonfinite are also possible. Such combinations are sometimes called Compound Verbs. As the last example shows, the words making up these combinations do not always remain consecutive.

3. Tenses, Aspects and Moods

As in many other languages, the means English uses for expressing the three categories of *Tense* (time reference), *Aspect* and *Mood* are somewhat conflated. In contrast to languages like Latin or German, though, English has only limited means for expressing these categories through Verb conjugation, and tends mostly to express them *periphrastically*, using the Verb combinations mentioned in the previous section. The tenses, aspects and moods that may be identified in English

are described below (although the terminology used differs significantly between authors).

Note that in common usage, particularly in English language teaching, most **tense–aspect–mood** combinations such as "Simple Continuous Present" and "Perfect Conditional " are just referred to as "tenses". Let us take a closer look in order to figure out what the whole thing is about:

THE 4 TIMES

1.) The Present tense

Present tense is used, in principle, to refer to circumstances that exist at the present time (or over a period that includes the present time). However the same forms are quite often also used to refer to future circumstances, as in "He's coming tomorrow". For certain grammatical contexts where the Present tense is the standard way to refer to the future. It is also possible for the *Present tense* to be used when referring to no particular real time (as when telling a story), or when recounting past events. The Present Perfect *intrinsically* refers to past events, although it can be considered to denote primarily the resulting present situation rather than the events themselves.

The Present tense has two *Moods*, **Indicative** and **Subjunctive**; when no Mood is specified, it is often the Indicative that is meant. In a Present Indicative construction, the finite Verb appears in its base form, or in its **-s form** if its *Subject* is 3rd-Person Singular. (The Verb **be** has the forms **am**, **is**, **are**, while the Modal Verbs do not add -**s** for the third-Person Singular.)

2.) The Past tense

Past tense forms express circumstances existing at some time in the past, although they also have certain uses in referring to hypothetical situations (as in some conditional sentences, dependent clauses and expressions of wish). They are formed using the finite Verb in its Simple Past form.

Certain uses of the Past tense may be referred to as Subjunctives; however the only distinction in verb conjugation between the Past Indicative form and Past Subjunctive form is the possible use of **were** in the Subjunctive in place of **was**.
Note that for expressing the English "Past" we can use a *periphrastic* (constructed) form involving the Helper Verb **did**

Note also that in certain contexts past events are expressed by the Perfect Present tense.

3.) The Future tense

Future tense. English has only two genuine tenses expressed by Verb inflection: Present and Past. For expressing the English "Future" we have to use a *periphrastic* (**constructed**) **form** involving the Modal Verb *will* (sometimes *shall* when used with a 1st-Person Subject; and to some extent even *can*, *may* and *must*). There also exist other ways of referring to future circumstances, including the *going to* construction, the and the use of the Simple Continuous Present tense.

4.) Future tense in the Past

Future tense in the Past. As the English Verb is "based on 2", we have a second future form which we call "Future in the Past". For expressing the *English Future in the Past* we have to use a *periphrastic* (constructed) form involving the Modal Verb *would* (sometimes *should* when used with a 1st-Person Subject; and to some extent even *could*, *might* and *ought to*).

This form has a *Future in the Past* meaning in sentences such as *She knew that she would win the game.* Here the sentence as a whole refers to some particular past time, but *would win* refers to a time in the future relative to that past time.

This form represents also the **Conditional Mood** (or Mode), and we use it particularly in **polite requests** or inquiries.

THE 4 ASPECTS

1.) The Simple Aspect

The word "Simple" is NOT an empty word here but a proper Aspect that refers to Verbs constructions (*I go, I do not go, I went, I will go*, etc.). They never belong to the Perfect Aspect. Simple constructions normally refer to facts or a single action, as in *Brutus killed Caesar*, a repeated action (habitual aspect), as in *I go to school*, or a relatively permanent state, as in *We live in Sydney*. They may also denote a temporary state, and are used for **Stative Verbs** that do not use Continuous forms.

2.) The Simple Continuous Aspect

We use the **Simple Continuous** or Simple Progressive Aspect to talk about a temporary action or state that began at a previous time and continues into the present time (or an other time which we mention). It is expressed using a form of the Helper Verb *to be* (conjugated appropriately for tense etc.) together with the Present Participle (*-ing* form) of the main Verb: *I am reading*; *Were you shouting?*; *He will be sitting over there.*

Certain **Stative Verbs** make limited use of the Continuous aspect. Their non-continuous forms (in non-continuous Simple or Perfect constructions) are used in many situations even when expressing a temporary state. The main types are described below.

- The link verb *to be* does not normally use Continuous forms (*I am happy*, not *I am being happy). However its Continuous aspect is used in appropriate situations when the Verb expresses the **Passive Voice** (*We are being followed*), and when it has the meaning of "behave" or "act as" (*You are being very naughty; He is being a nuisance*).
- The Verb *to have* does not use Continuous forms when it expresses possession, broadly understood (*I have a brother*, not *I am having a brother*), but it does use them in its active meanings (*I am having a party; She is having a baby; He was having a problem starting his car*). Other Verbs expressing a state of possession or similar, such as *possess, own, belong* and *owe*, also do not normally use Continuous forms.
- Verbs of mental state, sense perception and similar (*know, believe, want, think, see, hear, need*, etc.) are generally used without Continuous aspect, although some of them can be used in the Continuous to imply an ongoing, often temporary situation (*I am feeling lonely*), or an activity (*I am thinking about a problem*).
- Verbs denoting positional state normally do use the Continuous if the state is temporary: *He is standing in the corner.* (Compare permanent state: *London stands on the banks of the Thames.*)

3.) The Perfect Aspect

The Perfect aspect is used to denote the circumstance of an action's being complete at a certain time. It is expressed using a form of the auxiliary verb *have* (appropriately conjugated for tense etc.) together with the **Past Participle** of the main Verb: *She has eaten it; We had left; When will you have finished?*

Perfect forms can also be used to refer to states or habitual actions, even if not complete, if the focus is on the time period before the point of reference (*We had lived there for five years*). If such a circumstance is temporary, the perfect is often combined with Continuous aspect (see the following section).

The implications of the Perfect Present (that something occurred prior to the present moment) are similar to those of the Simple Past, although the two forms are generally not used interchangeably – the Simple Past is used when the time frame of reference is in the past, while the Perfect Present is used when it extends to the present. For details, see the relevant sections below.

By using nonfinite forms of the Helper Verb *have*, the Perfect aspect can also be marked on Infinitives (as in *should **have left*** and *expect **to have finished*** *working*), and on Participles and Gerunds (as in ***having seen*** *the doctor*).

Note that while all of the constructions referred to here are commonly referred to as Perfect (based on their grammatical form), some of them, particularly nonpresent and nonfinite instances, might not be considered truly expressive of the Perfect aspect. This applies particularly when the perfect infinitive is used together with Modal Verbs: for example, *he could not have been a genius* might be considered (based on its meaning) to be a past tense of *he cannot / could not be a genius*; such forms are considered true perfect forms by some linguists but not others.

4.) The Perfect Continuous Aspect
The Perfect and Continuous Aspects can be combined, usually in referring to the completed portion of a continuing action or temporary state: *I **have been working** for eight hours.* Here a form of the Verb *have* (denoting the Perfect) is used together with *been* (the past participle of *be*, denoting the Continuous) and the Present Participle of the main Verb.

In the case of the Stative Verbs, which do not use the Continuous Aspect, the plain Perfect form is normally used in place of the Perfect Continuous: *I have been here for half an hour* (not *I have been being here...*).

THE 4 MOODS (or Modes)

1.) The Indicative Mood
Indicative Mood, in English, refers to Finite Verb forms that are not marked as Subjunctive and are not Imperatives or Conditionals. They are the Verbs typically found in the main clauses of declarative sentences and questions formed from them, as well as in most dependent clauses (except for those that use the Subjunctive). The information that a form is Indicative is often omitted when referring to it: the

Simple Present Indicative is usually referred to as just the Simple Present, etc. (Note: With the exception of **be** and **were**, as well as the missing **-s** in the Simple Present tense of the 3rd Person Singular, the Subjunctive looks like the Indicative!).

2.) The Subjunctive Mood
Certain types of clause, mostly dependent clauses, use a Verb form identified with the Subjunctive Mood. The Present Subjunctive takes a form identical to the bare Infinitive, as in *It is necessary that he **be** restrained.* There is also a Past Subjunctive, distinct from the indicative only in the possible use of *were* in place of *was* in certain situations: *If I **were** you, ...*

3.) The Imperative Mood
The bare Imperative is just the same as the dictionary form of a Verb:
> ***Eat! Sit! Go! Come! Take! Give!***

We can be a bit more precise by putting direction words after the Imperative:
> ***Eat up! Sit down! Go away! Come in! Take it! Give it to me!***

We can say the opposite or negative by using the "**do not**" before the Imperative:
> ***Do not eat! Do not sit! Do not go! Do not come! Do not eat up! Do not sit down! Do not go away! Do not come in!***

Another, quite harsh form can be formed with "**no**" followed by a *Gerund*:
> ***No smoking! No swimming!*** or with a *Gerund* followed by a *Past Participle*:
> ***Smoking forbidden! Swimming forbidden*** or ***Smoking prohibited! Swimming prohibited!***

When forming the Imperative Mood we usually do not need a Subject, but the Subject "**you**" can be added for emphasis. We can soften the Imperative with the word "**please**" or "**if you please**". Example:
> **Now you eat your dinner! You go and stand over there, if you please! Do not ever you dare to say that word again! You get ready, please!**

Imperatives in the ***1st Person*** can be formed with ***let us*** (usually shortened to ***let's***), as in "Let's go" or "Let me in, please!". We even can use the ***3rd Person***, as in "Let him be released". The form with ***let*** is considered very friendly and diplomatic.

4.) The Conditional Mood
In English, the forms of the ***Conditional*** and the ***Future tense in the Past*** are identical. For expressing the *Conditional* we have to use a *periphrastic* (constructed) form involving the Modal Verb ***would*** (sometimes ***should*** when used with a 1st-Person Subject; and to some extent even ***could***, ***might*** and ***ought to***).

THE 2 VOICES

Active Voice and Passive Voice

The uses, meanings, and the amount of tense–aspect–mood combinations of the Passive forms are identical to those in the Active Voice. The Active Voice (where the Verb's Subject is the doer, or agent, of the mentioned action) has no special form in English. But the Passive Voice (where the subject denotes the undergoer, or patient, of the action), has a special form which is a *periphrastic* construction with the Helper Verb **be** (or sometimes **get**), together with the Past Participle of the lexical Verb.

The Passive Voice can be expressed in combination together with Tenses, Aspects and Moods, by means of appropriate marking of the Auxiliary (which for this purpose is not a stative Verb, i.e. it has Continuous forms available). For example:

    This room **is tidied** regularly. (Simple Present Passive)
    It **had** already **been accepted**. (Perfect Past Passive)
    Dinner **is being cooked** right now. (Simple Present Continuous Passive)

Attention:

Six of the **eight Passive Continuous** forms are quite rare: the **Simple Continuous Future** (*it will be being written*), **Simple Continuous Future in the Past** (*it would be being written*); the **Perfect Continuous Present** (*it has been being written*), **Perfect Continuous Past** (*it had been being written*), **Perfect Continuous Future** (*it will have been being written*), and **Perfect Continuous Future in the Past** (*it would have been being written*). **Mind: Even when some forms are rarely used, they can appear. Therefore, all 32 English Verb tenses and combinations MUST be learnt!** Because of the awkwardness of these constructions, they may be paraphrased, by using the (more comprehensible but not shorter) expression **"in the process of"** + **Gerund** or "**in the process of being cleaned**" (Example: *"the window will be / would be / has been / had been / will have been / would have been / in the process of cleaning"*, instead of *"the window will be **being cleaned**"* etc.).

Negation and Questions

Negation of Verbs usually takes place with the addition of the particle *not* (or its shortened form *n't*) to a Helper Verb or Copular Verb, with **do**-support being used if there is otherwise no Helper Verb. However, if a sentence already contains a negative word (*never, nothing*, etc.), then there is not usually any additional *not*.

Questions (interrogative constructions) are generally formed using subject–auxiliary (Helper Verb) inversion, again using **do**-support if there is otherwise no Helper Verb. In negative questions, it is possible to invert with just the Modal Verb (*should we not help?*) or with the contracted negation (*shouldn't we help?*).

Modal Verbs

English has the Modal Verbs **will, shall, can, may, must, would, should, could, might,** and also (depending on classification adopted) **ought** (to), **dare, need, had** (better), **used** (to). These do not add -**s** for the third-person singular, and they do not form infinitives or participles; the only inflection they undergo is that to a certain extent *could*, *might*, *should* and *would* function as past tenses of *can*, *may*, *shall* and *will* respectively.

A Modal Verb can serve as the finite Verb introducing an entire array of Verb combinations, as in *he **might have been injured** then*. These forms generally express modality (possibility, obligation, etc.), although *will* and *would* (and sometimes *shall* and *should*) can serve – among their other uses – to express future time reference and Conditional Mood, as described elsewhere in this book.

USES OF VERB COMBINATION TYPES

(Remember: A "verb tense" is always a combination of ASPECT AND TIME!)

A.) THE 4 SIMPLE TENSES:

1.) Simple Present tense

The *Simple Present tense* is a form that combines Present tense with "Simple" (neither perfect nor progressive) Aspect. In the Indicative Mood it consists of the base form of the Verb, or the -*s* form when the subject is 3rd-person singular (the verb **be** uses the forms *am, is, are*). However, without any Helper Verb, it also has a *periphrastic* form consisting of **do** (or third-person singular *does*) with the bare infinitive of the main Verb — this form is used in questions (and other clauses requiring inversion) and negations, and sometimes for emphasis.

We use the Simple Present tense:

- To refer to an action or event that takes place habitually. Such uses are often accompanied by Frequency Adverbs and adverbial phrases such as **always**, **often**, **sometimes**, **seldom** and **never**. Examples:
  He **writes** for a living.
  I *always* **take** a shower in the evening.
  This contrasts with the Present Continuous, which is used for actions taking place at the present moment.
- With Stative Verbs in senses that do not use Continuous aspect, to refer to a present or general state, whether temporary, permanent or habitual. (In senses that do use progressive aspect, the Simple Present is used when the state is permanent or habitual.)
  You **are** happy.
  I **know** what to do.
  Denmark **lies** to the north of Germany.
- When quoting someone or something, even if the words were spoken in the (usually very recent) past:
  The label **says** "External use only".
  Mary **says**, she is ready.
- To refer to a single completed action, as in recounting the events of a story in the present tense, and in such contexts as newspaper headlines, where it replaces the Perfect Present:
  In *Hamlet*, Ophelia **drowns** in a stream.
  40-year-old **wins** gold medal.
- Sometimes to refer to an arranged future event, usually with a reference to time:
  We **leave** for Chicago tomorrow at 1 pm.
- In providing a commentary on events as they occur, or in describing some theoretical sequence of events:
  I **chop** the onions and **add** them to the mixture.
  According to the manager's new idea, I **welcome** the guests and you **give** the presentation.
- In many dependent clauses referring to the future, particularly condition clauses, clauses expressing place and time, and many relative clauses:
  If he **finds** your sweets, he will eat them.
  We will report as soon as we **receive** any information.
- In certain situations in a temporal adverbial clause, rather than the present Continuous: We **cook** lunch before noon.

2.) Simple Past tense

The *Simple Past tense* consists of the bare past tense of the Verb (ending in -*ed* for regular Verbs, and formed in various ways for irregular Verbs. In most questions (and other situations requiring inversion), when negated, in certain emphatic statements, and as a round-about expression to avoid irregular Verb forms, a *periphrastic* construction consisting of **did** and the bare infinitive of the main Verb is generally used instead.

The *Simple Past tense* is used for a single event in the past, for past habitual action, or for a past state:

    He **took** the money and **ran**.
    I **visited** them every day for a year.
    I **knew** how to fight even as a child.

However, for action that was ongoing at the time referred to, the *Simple Continuous Past* is generally used instead.

The *Simple Past tense* is often close in meaning to the *Perfect Present tense*. The *Simple Past tense* is used when the event is conceived as occurring at a particular time in the past, or during a period that ended in the past (that means, it does not last up until the present time). This time frame may be explicitly stated, or implicit in the context (for example the *Simple Past tense* is often used when describing a *sequence* of past events).

    I **was** born in 1980.
    We **turned** the oven off two minutes ago.
    She **placed** the letter on the table, **sighed**, and **left** the house.

Various compound constructions exist for denoting past habitual action. The sentence *When I was young, I played football every Saturday* might alternatively be phrased using **used to** (... *I used to play* ...) or using **would** (... *I would play*...).
The *Simple Past tense* is also used without past reference in some cases: in condition clauses and some other dependent clauses referring to hypothetical circumstances, and after certain expressions of wish.

3.) Simple Future tense

The term *Simple Future tense* refers to the combination of the Modal Verb **will** with the bare infinitive of the main Verb. Sometimes (particularly in more formal English) **shall** is preferred to *will* when the Subject is 1st Person (*I* or *we*). *Will* and *shall* are often contracted to **'ll** in speaking, but **not in writing**!

This construction can be used to indicate what the speaker views as facts about the future, including confident predictions:

The sun **will rise** tomorrow at 6.14.

It **will rain** later this week.

It may be used to describe future circumstances that are subject to some condition:

He **will go** there if he can.

However English also has other ways of referring to future circumstances. For planned or scheduled actions, the Simple Present tense or the Simple Present Continuous tense may be used (see those sections for examples). There is also a *going-to* Future, common in colloquial English, which is often used to express intentions or predictions (*I am going to write a book some day*; *I think that it is going to rain*). Use of the *will / shall* construction when expressing intention often indicates a spontaneous decision:

Look! **I'll use** this book as a door stop.

Compare *I am going to use...*, which implies that the intention to do so has existed for some time.

The Simple Present tense may be prefered, rather than Future constructions in condition clauses and certain other dependent clauses. The Modal Verbs *will* and *shall* also have other uses besides indicating future time reference. For example:

I **will pass** this exam. (often expresses determination in addition to futurity)

You **will obey** me! (insistence)

I **will not do** it! (negative insistence, refusal)

At this moment I **will tolerate** no dissent. (strong volition)

He hasn't eaten all day; he **will be** hungry now. (confident speculation about the present)

One of his faults is that he **will make** trouble unnecessarily. (habit)

Shall we **get** to work? (suggestion)

4.) Simple Future tense in the Past *(Simple Conditional)*

The *Simple Future tense in the Past* or *Simple Conditional tense*, which is often and wrongly called *"Present Conditional"* (wrong because it is no Present tense at all!), is formed by combining the Modal Verb *would* with the bare infinitive of the main Verb. Sometimes (particularly in formal English) *should* is used in place of *would* when the Subject is 1st Person (*I* or *we*), in the same way that *shall* may replace *will* in such instances. *Would* and *should* are often shortened to *'d* in speaking, but **not in writing**!

The *Simple Conditional tense* is used principally in a main clause accompanied by an implicit or explicit condition (*if*-clause). (This is described in more detail in the article on English conditional sentences. The time referred to may be (hypothetical) present or future. For example:

I **would go** tomorrow (if she asked me).

If I were you, I **would see** a doctor.

If she had bought those shares, she **would be** rich now.

In some varieties of English, *would* (or *'d*) is also regularly used in the *if*-clauses themselves (*If **you'd leave** now, you'd be on time*), but this is often considered nonstandard. This is widespread especially in spoken American English in all registers, though not usually in more formal writing. There are also situations where *would* is used in *if*-clauses in British English too, but these can usually be interpreted as a modal use of *would* (e.g. *If you **would listen** to me once in a while, you might learn something*).

The Modal Verbs *could* and *might* can also be used to indicate the conditional mood, as in the following:

If the opportunity were here, I **could do** the job. (= ... I would be able to do ...)

If the opportunity were here, I **might do** the job. (= ... maybe I would do ...)

Forms with *would* may also have "future-in-the-past" meaning:

We moved into the cottage in 1958. We **would live** there for the next forty years.

B.) THE 4 SIMPLE CONTINUOUS TENSES

1.) Simple Continuous Present tense

The *Simple Continuous Present* form combines the Simple Present tense with Continuous Aspect. It thus refers to an action or event conceived of as having limited duration, taking place at the present time. It consists of a form of the simple present of *to be* together with the Present Participle of the main Verb and the ending -ing.

We **are cooking** dinner now.

This often contrasts with the *Simple Present tense*, which expresses repeated or habitual action (*We **cook** dinner every day*). However, sometimes the *Continuous Present tense* is used with *always*, generally to express annoyance about a habitual action:

You **are always making** a mess in the study!

Certain Stative Verbs do not use the Continuous aspect, so the *Simple Present tense* is used instead in those cases.
The Present Continuous tense can be used to refer to a planned future event:

We **are tidying** the attic tomorrow.

It also appears with future reference in many condition and time clauses and other dependent clauses:

If he**'s sleeping** when you arrive, wake him up.
I will finish the job while the children **are playing**.

It can also refer to something taking place not necessarily at the time of speaking, but at the time currently under consideration, in the case of a story or narrative being told in the Simple Present tense (as mentioned above under simple present):

The king and queen **are conversing** when Hamlet enters.

2.) Simple Continuous Past tense

The *Simple Continuous Past tense* or *Progressive Past* constructions combine Continuous aspect with the *Simple Past tense*, and is formed using the Past tense of **to be** (*was* or *were*) with the Present Participle of the main Verb. It indicates an action that was ongoing at the past time being considered:

At three o'clock yesterday, I **was working** in the garden.

For Stative Verbs that do not use the Continuous aspect, the Simple Past tense is used instead (*At three o'clock yesterday we **were** in the garden*).

The *Simple Continuous Past tense* is often used to denote an action that was interrupted by an event, or for two actions taking place in parallel:

While I **was washing** the dishes, I heard a loud noise.
While you **were washing** the dishes, Sue **was walking** the dog.

(Interrupted actions in the past can also sometimes be denoted using the *Perfect Past Continuous tense*, as described below.)

The *Simple Continuous Past tense* can also be used to refer to a past action that occurred over a range of time and is viewed as an ongoing situation:

I **was working** in the garden all day yesterday.

That could also be expressed using the *Simple Past tense*, as *I worked...*, which implies that the action is viewed as a unitary event (although the effective meaning is not very different).
The *Simple Continuous Past tense* shares certain special uses with other Past tense constructions.

3.) Simple Continuous Future tense

The *Simple Continuous Future tense* combines Simple Continuous Aspect with future time reference; it is formed with the auxiliary **will** (or *shall* in the first person; plus the bare infinitive **be**, and the present participle of the main Verb. It is used mainly to indicate that an event will be in progress at a particular point in the future:

This time tomorrow I **will be taking** my driving test.
I imagine we **will** already **be eating** when you arrive.

The usual restrictions apply, on the use both of the Future and of the Continuous: Simple rather than Simple Continuous aspect is used with some Stative verbs, and Present rather than Future constructions are used in many dependent clauses.
The same construction may occur when **will** or **shall** is given one of its other uses, for example:

He **will be sitting** in his study at this time. (confident speculation about the present)

4.) Simple Continuous Future in the Past tense *(Simple Continuous Conditional)*

The *Simple Continuous Future in the Past tense* (or *Simple Continuous Conditional*) combines Simple Continuous Aspect with Conditional Mood. It combines **would** (or the contraction **'d**, or sometimes *should* in the first person) with the bare infinitive **be** and the Present Participle of the main Verb. It has similar uses to those of the Simple Conditional, but is used for ongoing actions or situations (usually hypothetical):

Today she **would be exercising** if it were not for her injury.
He **wouldn't be working** today if he had been given the time off.

It can also have future-in-the-past meanings:

We didn't know then that we **would be waiting** another three hours.

C.) THE 4 PERFECT TENSES

1.) Perfect Present tense

The *Perfect Present tense* (traditionally just called the *Perfect*) combines Perfect Aspect with *Present tense*, denoting the present state of an action is being completed, that is, that the action took place before the present time. (It is thus often close in meaning to the Simple Past tense, although the two are not usually interchangeable.) It is formed with the Present tense of the Helper Verb **have** (namely *have* or *has*) and the Past Participle of the main Verb.

The choice of *Perfect Present* or *Simple Past* tense depends on the frame of reference (period or point in time) in which the event is conceived as occurring. If the frame of reference extends to the present time, the present perfect is used. For example:

I **have written** a letter this morning. (if it is still the morning)

He **has produced** ten plays. (if he is still alive and professionally active)

They **have never travelled** abroad. (if they are still alive and considered capable of traveling)

If the frame of reference is a time in the past, or a period that ended in the past, the *Simple Past tense* is used instead. For example: *I wrote a letter this morning* (it is now afternoon); *He produced ten plays* (he is now dead or his career is considered over, or a particular past time period is being referred to); *They never travelled abroad* (similarly). The *Simple Past tense* is generally used when the occurrence has a specific past time frame – either explicitly stated (*I wrote a book in 1995*; *the water boiled a minute ago*), or implied by the context (for example, in the narration of a sequence of events). It is therefore normally incorrect to write a sentence like *I have written a novel yesterday*; the *Perfect Present* should not be used with an expression of past time such as *yesterday*, we better use *already* or *yet*.

With *already* or *yet*, traditional usage calls for the *Perfect Present tense: Have you eaten yet? Yes, I have already eaten.* However, current informal American speech tends to use the *Simple Past tense*: *Did you eat yet? Yes, I ate already.*

The use of the *Perfect Present tense* often draws attention to the present consequences of the past action or event, as opposed to its actual occurrence. The sentence *she has come* probably means she is here now, while the simple past *she came* does not. The sentence, "Have you been to the fair?" suggests that the fair is still going on, while the sentence, "Did you go to the fair?" could mean that the fair is over. Some more examples:

I **have eaten**. (implies that I'm no longer hungry)

We **have made** the dinner. (implies that the dinner is now ready to eat)

The weather **has got** cloudier. (implies that it is now more cloudy than previously)

It may also refer to an ongoing state or habitual action, particularly in saying *for how long*, or *since when*, something is the case. For example,

I **have lived** in Paris for five years.

He **has held** the record since he won his Olympic gold.

We **have eaten** breakfast together every morning since our honeymoon.

This implies that I still live in Paris, that he still holds the record and that we still eat together every morning (although the first sentence may also refer to some unspecified past period of five years). When the circumstance is temporary, the perfect present Continuous is often appropriate in such sentences (see below); however, if the verb is one that does not use the Continuous aspect, the basic present perfect is used in that case too: Alice **has been** on the swing for ten minutes.

The *Perfect Present tense* may refer to a habitual circumstance, or a circumstance being part of a theoretical or story narrative being given in the *Simple Present tense* (provided the circumstance is of an event's having taken place previously):

Whenever I get home, John **has** usually already **arrived**.

According to the plan, the speeches **have** already **been** given when the cake is brought out.

The *Perfect Present tense* may also be used with future reference, instead of the perfect future tense, in those dependent clauses where future occurrence is denoted by the *Simple Present tense*. For example:

When you **have written** it, show it to me.

2.) Perfect Past tense

The *Perfect Past tense* (sometimes called the *Pluperfect*) combines Perfect Aspect with Past tense; it is formed by combining **had** (the Past tense of the Auxiliary **have**) with the Past Participle of the main Verb. It is used when referring to an event that took place prior to the time frame being considered. This time frame may be stated explicitly, as a stated time or the time of another past action:

We **had finished** the job by 2 o'clock.

He **had** already **left** when we arrived.

The time frame may also be understood implicitly from the previous or later context:

I was eating ... I **had invited** Jim to the meal but he was unable to attend. (i.e. I invited him before I started eating)

I **had lost** my way. (i.e. this happened prior to the time of the past events I am describing or am about to describe)

Compare *He **had left** when we arrived* (where his leaving preceded our arrival), with the form with the *Simple Past tense*, *He **left** when we arrived* (where his leaving was concurrent with or shortly after our arrival).

Note that unlike the *Perfect Present tense*, the *Perfect Past tense* can readily be used with an Adverb specifying a past time frame for the occurrence. For example, while it is incorrect to say *I have done it last Friday* (the use of *last Friday*, specifying the past time, would require the simple past tense rather than the *Perfect Present tense*), there is no such objection to a sentence like "I had done it the previous Friday".

The *Perfect Past tense* can also be used for states or repeated occurrences pertaining over a period up to a time in the past, particularly in stating "for how long" or since when". However, if the state is temporary and the Verb can be used in the Continuous aspect, the Perfect Continuous Past would normally be used instead. Some examples with the plain past perfect:

I **had lived** in that house for 10 years.
The children **had been** in their room since lunchtime.

3.) Perfect Future tense
The *Perfect Future tense* combines the Perfect Aspect with future time reference. It consists of the Modal Verb **will** (or sometimes *shall* in the first person, as above), the bare infinitive **have**, and the Past Participle of the main Verb. It indicates an action that is to be completed sometime prior to a future time of perspective, or an ongoing action continuing up to a future time of perspective (compare uses of the perfect present above).

I **shall have finished** my essay by Thursday.
When I finally search him he **will have disposed** of the evidence.
By next year we **will have lived** in this house for half a century.

The same construction may occur when *will* or *shall* is given one of its other meanings; for example:

He **will have had** his tea by now. (confident speculation about the present)
You **will have completed** this task by the time I return, is that understood? (giving instruction)

4.) Perfect Future in the Past (Perfect Conditional)
The *Perfect Future in the Past* construction combines Perfect Aspect with Conditional mood, and consists of **would** (or the contraction **'d**, or sometimes *should* in the 1st person, as above), the bare Infinitive **have**, and the Past Participle of the main Verb. It is used to denote conditional situations attributed to past time, usually those that are or may be contrary to fact.

I **would have set** an extra place if I had known you were coming.
I **would have set** an extra place (but I didn't because someone said you weren't coming). (implicit condition)

The same construction may have ordinary Future-in-the-Past meanings.

D.) THE 4 PERFECT CONTINUOUS TENSES

1.) Perfect Present Continuous
The *Perfect Present* Continuous (also known as *Present Perfect Continuous*) construction combines some of this Perfect Continuous Aspect with present tense. It is formed with the Present tense of **have** (*have* or *has*), the Past Participle of **be** (*been*), and the Present participle of the main Verb and the ending "-ing"
This construction is used for ongoing action in the past that continues right up to the present or has recently finished:

I **have been writing** this paper all morning.
Why are his eyes red? He **has been crying**.

It is frequently used when stating *for how long*, or *since when*, something is the case:

She **has been working** here since 1997.
How long **have** you **been sitting** there?
They **have been arguing** about it for two weeks.

In these sentences the actions are still continuing, but it is the past portion of them that is being considered, and so the Perfect aspect is used. (A sentence without Perfect aspect, such as *I am sitting here for three hours*, implies an intention to perform the action for that length of time.) With Stative Verbs that are not used in the Continuous, and for situations that are considered permanent, the normal Perfect Present (non- Continuous) tense is used instead.

2.) Perfect Continuous Past
The *Perfect* Continuous *Past* tense (also known as the *Past Perfect Continuous* or *Pluperfect Progressive* or *Pluperfect Continuous*) combines Perfect Continuous Aspect with Past tense. It is formed by combining **had** (the Past tense of the Helper Verb **have**), **been** (the Past Participle of **be**), and the Present Participle of the main Verb.

Uses of the *Perfect Continuous Past tense* are analogous to those of the *Perfect Continuous Present tense*, except that the point of reference is in the Past. For example:

I was tired because I **had been running**.

By yesterday morning they **had** already **been working** for twelve hours.

Among the witnesses was John Smith, who **had been staying** at the hotel since July 10.

This form is sometimes used for actions in the past that were interrupted by some event. For example:

I **had been working** on my novel when she entered the room to talk to me.

This implies that I stopped working when she came in (or had already stopped a short time before); the *Simple Past Continuous tense* (*I was working...*) would not necessarily carry this implication.

If the Verb in question does not use the Continuous aspect, then the plain *Perfect Past tense* is used instead (see examples in the previous section).

The *Perfect Continuous Past tense* may also have additional specific uses similar to those of the ordinary *Perfect Past tense.*

3.) Perfect Future Continuous

The *Perfect Future Continuous tense* combines Perfect Continuous aspect with Future time reference. It is formed by combining the Modal Verb **will** (or sometimes *shall*, as above), the bare Infinitive **have**, the Past Participle **been**, and the Present Participle of the main Verb.

Uses of the *Perfect Continuous Future tense* are analogous to those of the *Perfect Continuous Present tense*, except that the point of reference is in the Future. For example:

He will be very tired because he **will have been working** all morning.

By 6 o'clock we **will have been drinking** for ten hours.

The same construction may occur when the Modal Verb (usually **will**) has one of its other meanings, particularly expressing a confident assumption about the present:

No chance of finding him sober now; he**'ll have been drinking** all day.

4.) Perfect Continuous Future in the Past *(Perfect Continuous Conditional)*

The *Perfect Future tense in the Continuous Past* or *Perfect Continuous Conditional* construction combines the Perfect Continuous Aspect with Conditional Mood. It

consists of **would** (or sometimes *should* in the first person, as above) with the bare Infinitive **have**, the Past Participle **been** and the Present Participle of the main Verb. It generally refers to a conditional ongoing situation in hypothetical (usually counterfactual) past time:

I **would have been sitting** on that seat if I hadn't been late for the party.

About meanings and other Conditional constructions See page **217** ff and **259** ff.

HAVE GOT and CAN SEE

In colloquial English, particularly British English, the *Perfect Present tense* of the verb **get**, namely **have got** or **has got**, is frequently used in place of the *Simple Present tense* of **have** (i.e. *have* or *has*) when denoting possession, broadly defined. For example:

Formal: *I have three brothers; Does he have a car?*

Informal: *I've got three brothers; Has he got a car?*

Note that in American English, the form *got* is used in this idiom, even though the standard Past Participle of *get* is *gotten.*

The same applies in the expression of present obligation: *I've got to go now* may be used in place of *I have to (must) go now.*

In very informal registers, the contracted form of *have* or *has* may be omitted altogether: *I got three brothers.*

Another common idiom is the use of the Modal Verb **can** (or *could* for the Past tense or Conditional) together with Verbs of perception such as *see, hear*, etc., rather than the plain verb. For example:

I **see** three houses *or* I **can see** three houses.

I **hear** a humming sound *or* I **can hear** a humming sound.

Aspectual distinctions can be made, particularly in the past tense:

I **saw** it (event) *vs.* I **could see** it (ongoing state).

BEEN and GONE

In Perfect constructions apparently requiring the Verb **go**, the normal Past Participle *gone* is often replaced by the past participle of the link verb **be**, namely **been**. This gives rise to sentences of contrasting meaning.

When **been** is used, the implication is that, at the time of reference, the act of going took place previously, but the Subject is no longer at the place in question (unless a specific time frame including the present moment is specified). When **gone** is used,

the implication is again that the act of going took place previously, but that the Subject is still at (or possibly has not yet reached) that place (unless repetition is specified lexically). For example:

My father **has gone** to Japan. (he is in Japan, or on his way there, now)

My father **has gone** to Japan five times. (he may or may not be there now)

My father **has been** to Japan. (he has visited Japan at some time in his life)

My father **has been** in Japan for three weeks. (he is still there)

When I returned, John **had gone** to the shops. (he was out of the house)

By the time I returned, John **had gone** to the shops three times. (he may or may not still be there)

When I returned, John **had been** to the shops. (the shopping was done, John was likely back home)

When I returned, John **had been** at the shops for three hours. (he was still there)

Note that **been** is used in such sentences in combination with **to** as if it were a Verb of motion (being followed by adverbial phrases of motion), which is different from its normal uses as part of the Link Verb **be**. Compare:

Sue **has been to** the beach. (as above; Sue went to the beach at some time before now)

Sue **has been on** the beach. (use of *been* simply as part of *be*; she spent time on the beach)

The above sentences with the *Perfect Present tense* can be further compared with alternatives using the *Simple Past tense*, such as:

My father **went** to Japan.

As usual, this tense would be used if a specific past time frame is stated ("in 1995", "last week") or is implied by the context (e.g. the event is part of a past narrative, or my father is no longer alive or capable of traveling). Use of this form does not in itself determine whether or not the Subject is still there.

Conditional sentences

A conditional sentence usually contains two clauses: an *if*-clause or similar expressing the condition (the *protasis*), and a main clause expressing the conditional circumstance (the *apodosis*). In English language teaching, conditional sentences are classified according to type as first, second or third conditional; there also exist "zero conditional" and mixed conditional sentences.

A "first conditional" sentence expresses a future circumstance conditional on some other future circumstance. It uses the Simple present tense (with future reference) in the condition clause, and the Simple future tense with *will* (or some other expression of future) in the main clause:

If he **comes** late, I **will be** angry.

A "second conditional" sentence expresses a hypothetical circumstance conditional on some other circumstance, referring to nonpast time. It uses the Simple Past tense (with the Past Subjunctive **were** or sometimes **was**) in the condition clause, and the Simple conditional formed with *would* in the main clause:

If he **came** late, I **would be** angry.

A "third conditional" sentence expresses a hypothetical (usually counterfactual) circumstance in the past. It uses the *Perfect Past tense* in the condition clause, and the Perfect Conditional in the main clause:

If he **had come** late, I **would have been** angry.

A "mixed conditional" mixes the second and third patterns (for a past circumstance conditional on a not specifically past circumstance, or vice versa):

If I **knew** Latin, I **wouldn't have made** that mistake just now.

If I **had gotten** married young, I **would have** a family by now.

The "Zero Conditional" is a pattern independent of tense, simply expressing the dependence of the truth of one proposition on the truth of another:

If Brian **is** right then Fred **has** the jewels.

Expressions of WISH

Particular rules apply to the tenses and verb forms used after the Verb **wish** and certain other expressions with similar meaning.

When the Verb **wish** governs a finite clause, the past tense (*Simple Past tense* or *Simple Past Continuous tense* as appropriate) is used when the desire expressed concerns a present state, the *Perfect Past tense* (or *Perfect Past Continuous tense*) when it concerns a (usually counterfactual) past state or event, and the *Simple Future tense in the Past* (*Simple Conditional*) with **would** when it concerns a desired present action or change of state. For example:

I wish you **were** here. (past tense for desired present state)

Do you wish you **were playing** in this match? (past progressive for present ongoing action)

I wish I **had been** in the room then. (past perfect for counterfactual past state)

I wish they **had locked** the door. (past perfect for counterfactual past action)

I wish you **would shut** up! (desired present action)

Do you wish it **would rain**? (desired present change of state)

The same forms are generally used independently of the tense or form of the Verb *wish*:

I wished you **were** there. (past tense for desired state at the time of wishing)

The same rules apply after the expression *if only*:

If only he **knew** French!

If only I **had looked** in the bedroom!

If only they **would stop** talking!

In finite clauses after *would rather* and *it's (high) time*, the past tense is used:

I'd rather you **came** with me.

It's time they **gave** up.

After **would rather** the Present Subjunctive is also sometimes possible: *I'd rather you/he **come** with me.*

After all of the above expressions (though not normally *it's (high) time*) the Past Subjunctive **were** may be used instead of *was*:

I wish I **were** less tired.

If only he **were** a trained soldier.

Note that other syntactic patterns are possible with most of these expressions. The verb **wish** can be used with a *to*-infinitive or as an ordinary transitive verb (*I wish to talk; I wish you good health*). The expressions **would rather** and **it's time** can also be followed by a *to*-infinitive.

After the verb *hope* the above rules do not apply; instead the logically expected tense is used, except that often the present tense is used with future meaning:

I hope you **get** better soon.

Indirect speech

Verbs often undergo tense changes in indirect speech. This commonly occurs in content clauses (typically **that**-clauses and indirect questions), when governed by a predicate of saying (thinking, knowing, etc.) which is in the past tense or Conditional Mood.

In this situation the following tense and aspect changes occur relative to the original words:

- Present changes to past:

   "I like apples." → He said that he **liked** apples.

   "We are riding." → They claimed that they **were riding**.

   "You have sinned." → I was told that I **had sinned**.

- Simple Past changes to Perfect Past (and sometimes Simple Continuous Past to Perfect Continuous Past):

"They finished all the wine earlier." → He thought they **had finished** all the wine earlier.

This change does not normally apply, however, when the past tense is used to denote an unreal rather than a past circumstance:

"I would do anything you **asked**." → He said he would do anything she **asked**.

- Future changes to conditional, also referred to as future-in-the-past (i.e. *will/shall* changes to *would/should*):

"The match will end in a draw." → He predicted that the match **would end** in a draw.

- The Modal Verbs **can** and **may** change to their *Past* forms **could** and **might** :

"We may attend." → She told us that they **might** attend.

Verb forms not covered by any of the above rules (verbs already in the Perfect Past, or formed with *would* or other Modal Verbs not having a Past equivalent) do not change. Note that application of the above rules is not compulsory; sometimes the original Verb tense is retained, particularly when the statement (with the original tense) remains equally valid at the moment of reporting:

"The earth orbits the sun." → Copernicus stated that the earth **orbits** the sun.

Note also that the above tense changes do not apply when the verb of saying (etc.) is not Past or Conditional in form; in particular there are no such changes when that verb is in the perfect present: *He has said that he likes apples.*

Dependent clauses

Apart from the special cases referred to in the sections above, many other dependent clauses use a tense that might not logically be expected – in particular the *Simple Present tense* is used when the reference is to future time, and the *Simple Past tense* is used when the reference is to a hypothetical situation (in other words, the form with *will* is replaced by the Present tense, and the form with *would* by the Past tense). This occurs in condition clauses (as mentioned above), in clauses of time and place, and in many relative clauses:

If he **finds** your sweets, he will eat them.

We will report as soon as we **receive** any information.

The bomb will explode where it **lands**.

Go up to the first person that you **see**.

In the above examples, the *Simple Present tense* is used instead of the *Simple Future tense*, even though the reference is to future time. Examples of similar uses with other tense–aspect combinations are given below:

We will wash up while you **are tidying**. (Simple Continuous Present instead of Simple Continuous Future)

Please log off when you **have finished** working. (Perfect Present instead of Perfect Future)

If we **were** that hungry, we would go into the first restaurant that we **saw**. (Simple Past instead of Simple Conditional)

We would be searching the building while you **were searching** the grounds. (Simple Continuous past instead of Simple Continuous Conditional)

In that case the dogs would find the scent that you **had left**. (Perfect Past instead of Perfect Conditional)

This does not apply to all dependent clauses, however; if the future time or hypothetical reference is expressed in the dependent clause independently of the main clause, then a form with *will* or *would* in a dependent clause is possible:

This is the man who **will guide** you through the mountains.

We entered a building where cowards **would fear** to tread.

USES OF NONFINITE VERBS

The main uses of the various nonfinite Verb forms (Infinitives, Participles and Gerunds) are described in the following sections.

The 8 x 2 Infinitives

The Infinitive is the base form of a Verb. The Simple Infinitive base is the Verb form you will find in a dictionary. Each Infinitive has at least two usage forms. Look:

- **the to-Infinitive** = to + base
- **the bare (or zero) infinitive** = base

Bare Infinitive	To-Infinitive	Bare Infinitive	To-Infinitive
be	to be	do	to do
have	to have	get	to get

The negative Infinitive is formed by putting *not* in front of any form of the Infinitive. Examples

- I decided **not to go** to London.
- He asked me **not to be** late.
- I should like you **not to sing** so loudly.
- I'd rather **not eat** meat.
- I might **not come**.

In English, when we talk about the Infinitive we are usually referring to the ***Simple Infinitive*** which is the most common one (Some call it *"Present Infinitive"* which is the wrong name as it cannot show any tense at all). If the Infinitive is used either with or without "to" and that depends pretty much on the preceding Verb. The Modal Verbs "will, would; shall, should; can, could; may, might; must; dare, need", for example, do not require the use of "**to**".

What do we use the Infinitive for? To say it in a simplified way, the Infinitive (particularly a "to-Infinitive") serves as a Complement of a sentence. A Complement is a kind of Verb phrase that can stand at the beginning or at the end of a sentence. Normally, this Verb phrase contains an Infinitive. This Complement tells you what the sentence is about. Many students and teachers might believe that there are only those two Infinitives shown above. But that is not true.

Just as with any other Verb, we can express the Infinitive in 4 distinguished "Points of View". We call them "aspects". These are the 4 aspects:

1. **Simple Aspect**
2. **Simple Continuous Aspect**
3. **Perfect Aspect**
4. **Perfect Continuous Aspect**

Each of those 4 aspects can be expressed either in the **Active Voice** or in the **Passive Voice**. That gives us 8 distinguished groups. Each of these 8 groups has a ***bare Infinitive*** (also called ***zero*** Infinitive because it has no "to" before it), 8 in total; and each of these groups also has a ***to-Infinitive***, another 8 in total. (So, strictly speaking, we have 2 Infinitives per each group, that is 16 Infinitives in total.) Here are the 8 types of Infinitive, each of which can appear with or without the Preposition "to" before it:

	Active Voice	Passive Voice
Simple Infinitive	*(to) write*	*(to) be written*
Simple Continuous Infinitive	*(to) be writing*	*(to) be being written*
Perfect Infinitive	*(to) have written*	*(to) have been written*
Perfect Continuous Infinitive	*(to) have been writing*	*(to) have been being written*

Do remember: We have 8 Infinitives in English, either with or without "to"!

Function of the Infinitives

As the **Infinitive has no tense**, it does not in itself indicate the time of the action that it refers to. However, it can **have aspect**, which shows the temporal relationship between the action expressed by the Infinitive and the time of the preceding Verb. There is *no difference in meaning* between a **to-Infinitive** or a **bare Infinitive** (without to):

> I ought to call them. (to-Infinitive)
> I should call them. (bare infinitive)
> I had better call them. (bare infinitive)

In the negative, the negation *not* usually comes before the Infinitive:

> I ought *not* call them.
> I should *not* call them.
> I had better *not* call them.

In some cases, the Verb in the main clause is negative, not the Infinitive:

> I want to call them.
> I *do not* want to call them.

Native speakers often use Infinitives to avoid inconsistent Verb tense agreement. As **the Infinitive** cannot express tense or time, it **always refers to the same time** as that of the preceding Verb: If the Infinitive takes a Continuous or Perfect form, it only expresses an action in those aspects or their combinations (Perfect Continuous). I give you some general examples in the **Active Voice** (Remember: *After the Modal Verbs "will, would; shall, should; can, could; may, might; must; dare, need", the following Infinitive does not require the use of "to"!*). The **4 Active Infinitives:**

1.) The Simple Infinitive

The *Simple Infinitive* is used to express an action or a plain fact   after a Helper Verb which must be followed by the Infinitive. The Simple Infinitive is used either as **bare Infinitive** or as **to-Infinitive.** Examples:

- I was glad *to see* her.
- He must *be* very happy.
- I shall *arrange* a meeting with the manager.
- My son's football coach is said *to be* very strict.

2.) The Simple Continuous Infinitive

The *Simple Continuous Infinitive* is used to express a continuing action after a Verb or Helper Verb which must be followed by the Infinitive. The Simple Continuous Infinitive is formed: **to be + Present Participle.** Examples:

- We should **be hurrying**. We're late!
- You must *be joking!*
- You had better **be working** on your report when I get there.
- This time next week, I shall *be lying* on the beach in Greece.
- Vincent was reported *to be staying* in Paris at that time.
- I am glad *to be sitting* here.
- I should really like **to be swimming** in a nice lake right now.
- I happened *to be waiting* for the bus when the accident happened.
- It must be nice **to be going** to a wedding overseas.

3.) The Perfect Infintive

The *Perfect Infinitive* is most commonly found in *type 3 Conditional* sentences as part of the Perfect Conditional, although it can be used in other places as well. The *Perfect Infinitive* is formed: **to have + Past Participle.** Examples:

- They must *have forgotten* about the deadline.
- By next week, they will *have finished* painting the rooms.
- If I had known you were coming I would **have baked** a cake.
- Someone must **have broken** the window and climbed in.
- That man may **have noticed** the bank robbers' getaway car.
- I am glad *to have studied* at that school.
- Lucy was assumed *to have left* the day before.
- He pretended *to have seen* the film.
- Before I turn 40, I want **to have written** a book.

4.) The Perfect Continuous Infinitive

The *Perfect Continuous Infinitive* is used to express a continuing but now completed action after a Verb which must be followed by the infinitive. The Perfect Continuous Infinitive is formed: **to have been + Present Participle.** Examples:

- I am glad *to have been living* in York for the last ten years.
- He must *have been waiting* for ages.
- Soon, he will *have been running* for four hours.
- They were thought to *have been preparing* for days.
- The woman seemed **to have been crying**.

- He pretended **to have been painting** all day.
- I would have preferred **to have been sleeping** all afternoon.
- You must **have been waiting** for hours!
- They might **have been talking** about you before you came in.
- You should **have been studying** for your test.

And, of course, when there is an Active Voice there might be examples in the **Passive Voice** too.

The Passive Infinitive
The **Passive Infinitive** is used in some constructions using the **Passive Voice**. It is particularly common after *Modal Verbs* (*may, should, could, etc.*) to indicate what is possible or what is correct. The *Passive Infinitive* is formed: **to be + Past Participle.** I give you some examples in the Passive Voice. (As with the Infinitives of the Active Voice, there are situations where the Passive Infinitive without **to** is required. This happens after most Modal Verbs, and in other places where bare Infinitives are used.): The **4 Passive Infinitives:**

1.) Simple Infinitive
- This window may **be opened** but that one must stay closed.
- Alice could **be given** a prize for her artwork.
- Your composition *has **to be typed***. (has to = must)
- The cups *have **to be washed***. (have to = must)
- I am expecting **to be given** a pay-rise next month.
- She is hoping **to be elected** president.
- The carpet needs **to be washed**.
- These doors should **be shut** at all times.

2.) Simple Continuous Infinitive *(rarely used):*
- The spy's phone was believed **to be being tapped**.
- The thief was supposed **to be being followed** by you.

3.) Perfect Infinitive
- This sonnet must **have been written** by Shakespeare.
- The cups must **have been washed** by my mother.

4.) Perfect Continuous Infinitive (rarely used)
- The picture is believed **to have been being painted** for years.
- That book is believed **to have been being written** by two writers.

Now, let us take a closer look at the difference between the **bare Infinitives** and the **to-Infinitives**.

The Bare Infinitive and its Functions
A bare Infinitive (the base form of a Verb, without the particle **to**), or an Infinitive phrase introduced by such a Verb, may be used as follows:
As Complement of the Helper Verb do, in negations, questions and other situations where do-support is used:
- Do you want to go home?
- Please do not laugh.

As Complement of will (shall) or would (should) in the Future and Conditional (or Future in the Past) constructions:
- The cat will come home.
- We should appreciate an answer at your earliest convenience.

More generally, as Complement of any of the Modal Verbs will, shall, can, may, must, should, would (including would rather), could, might, and also dare and need in their modal-like uses:
- I can speak Welsh.
- Need you use so much flour?
- I dare say he will be back soon.

As Complement of the expression had better (or had best):
- You had better give back that telephone.

As second Complement of the transitive Verbs let (including in the expression "let's ...", short for "let us"), make, have (in the sense of cause something to be done) and bid (in old-fashioned usage). These are examples of raising-to-object Verbs (the logical Subject of the governed Infinitive is raised to the position of Direct Object of the governing Verb):
- That made me laugh. (but passive voice: I was made to laugh; see under to-infinitive below)
- We let them leave.
- Let's play Monopoly!
- I had him look at my car.

- She bade me approach her. (old-fashioned)

As second or sole Complement of the Verb help (the to-Infinitive can also be used):

- This proposal will help (to) balance the budget.
- Can you help me (to) get over this wall?

As second Complement of Verbs of perception such as see, hear, feel, etc., although in these cases the present participle is also possible, particularly when an ongoing state rather than a single action is perceived:

- We saw him try to escape. (with present participle: We saw him trying to escape.)
- She felt him breathe on her neck. (with present participle: She felt him breathing on her neck.)

As a predicative expression in pseudo-cleft sentences of the following type:

- What I did was tie the rope to the beam.
- What you should do is invite her round for dinner.

After why, in elliptical questions:

- Why bother?

The form of the bare Infinitive is also commonly taken as the dictionary form or citation form (lemma) of an English Verb.

The **bare Infinitive** in some typical examples:

The bare Infinitive after Helper and Modal Verbs. Examples:

- She **cannot speak** to you.
- He **should give** her some money.
- **Shall** I **talk** to him?
- **Would** you **like** a cup of coffee?
- I **might stay** another night in the hotel.
- They **must leave** before 10.00 a.m.

The bare Infinitive after Verbs of perception. With Verbs of perception, the pattern is Verb + Object + zero Infinitive. Examples:

- He **saw her fall** from the cliff.
- We **heard them close** the door.
- They **saw us walk** toward the lake.
- She **felt the spider crawl** up her leg.

The bare Infinitive after the Verbs 'MAKE' and 'LET'. Examples:

- Her parents **let her stay** out late.
- **Let's go** to the cinema tonight.
- You **made me come** with you.
- Do not **make me study** that boring grammar book!

The bare Infinitive after the expressions "HAD BETTER" or "HAD BEST" (which means "should" or "ought to"). Examples:

- We **had better take** some warm clothing.
- She **had better ask** him not to come.
- We **had better reserve** a room in the hotel.
- You **had better give** me your address.
- They **had better work** harder on their homework.

The bare Infinitive with "WHY"

The question word *why* is followed by the zero Infinitive when making suggestions. Examples:

- **Why wait** until tomorrow?
- **Why not ask** him now?
- **Why leave** before the end of the game?
- **Why walk** when we can go in the car?
- **Why not buy** a new bed?

The to-Infinitive and its Functions

The *to*-infinitive consists of the bare Infinitive introduced by the particle *to*. Outside dictionary headwords, it is commonly used as a citation form of the English Verb ("How do we conjugate the Verb *to go*?") It is also commonly given as a translation of foreign infinitives ("The German word *trinken* means *'to drink'*.") Note that modifiers may be placed between *to* and the Verb (as in *to boldly go*; *to slowly drift away*). This is neither a grammatical error nor a stylistic mishap!

The *to-infinitive* is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something.

1. to indicate the purpose or intention of an action. In this case **to** has the same meaning as **in order to** or so as to. (e.g. I am calling **to** ask you about dad.)
2. as the Subject of the sentence. (e.g. **To be** or **not to be**, that is the question.)

3. to indicate what something can or will be used for. In this pattern, the to-Infinitive follows a Noun or Pronoun. (e.g. Would you like something to drink?)

The main uses of *to*-Infinitives, or infinitive phrases introduced by them, are as follows:

As Complement of the Modal and Helper Verbs ought (to) and used (to):
- We ought to do that now.
- I used to play outside every day when I was a child.

As Complement of many other Verbs used intransitively, including need and dare (when not used as modal-like verbs), want, expect, try, hope, agree, refuse, etc. These are raising-to-Subject Verbs, where the logical Subject is promoted to the position of Subject of the governing Verb. With some Verbs the Infinitive may carry a significantly different meaning from a Gerund: compare I stopped to talk to her with I stopped talking to her, or I forgot to buy the bread with I forgot buying the bread.
- I need to get to a telephone.
- Try not to make so many mistakes.
- They refused to assist us.

As second Complement of certain transitive Verbs. These are mostly raising-to-Object Verbs, as described above for the bare Infinitive; however, in some cases, it is the Subject of the main clause that is the logical Subject of the infinitival clause, as in "John promises Mary to cook", where the person who will cook is John (the Subject of the main sentence), and not Mary (the Object).
- I want him to be promoted.
- He expects his brother to arrive this week.

As an adverbial modifier expressing purpose, or sometimes result (also expressible using in order to in the first case, or so as to in either case):
- I came here to listen to what you have to say.
- They cut the fence to gain access to the site.
- She scored three quick goals to level the score.

As a Subject of a sentence or as a predicative expression. (A gerund can often be used for this also.)
- To live is to suffer.
- For them to be with us in this time of crisis is evidence of their friendship.

In apposition to a Subject expletive Pronoun it, in sentences of the following type:
- It is nice to live here.
- It makes me happy to feed my animals.

Alone in certain exclamations or elliptical sentences, and in certain sentence-modifying expressions:
- Oh, to be in England ...
- To think that he used to call me sister.
- To be honest, I don't think you have a chance.

In certain fixed expressions, such as in order to (see above), so as to, as if to, about to (meaning on the point of doing something), have to (for obligation or necessity). For more on the expression am to, is to, were to, etc. (usually expressing obligation or expectation):
- We are to demolish this building.
- He smiled as if to acknowledge his acquiescence.

In elliptical questions (direct or indirect), where no Subject is expressed (but for those introduced by why, see bare Infinitive above):
- Well, what to do now?
- I wondered whether to resign at that point.

As a modifier of certain Nouns and Adjectives:
- the reason to laugh
- the effort to expand
- anxious to get a ticket

As a relative clause. These modify a Noun, and often have a passive-like construction where the Object (or a Preposition Complement) is zero in the Infinitive phrase, the gap being understood to be filled by the Noun being modified. An alternative in the prepositional case is to begin with a prepositional phrase containing a Relative Pronoun (as is done sometimes in finite relative clauses).
- the thing to leave behind (the thing understood as the Object of leave)
- a Subject to talk loudly about (a Subject understood as the Complement of about)
- a Subject about which to talk loudly (alternative to the above, somewhat more formal)
- the man to save us (no passive-like construction, the man understood as the Subject of save)

As a modifier of an Adjective, again with a passive-like construction as above, here with the gap understood to be filled by the noun modified by the Adjective phrase:
- easy to use
- nice to look at

In many of the above uses, the implied Subject of the Infinitive can be marked using a prepositional phrase with *for*: "This game is easy **for a child to play**", etc. However this does not normally apply when the Infinitive is the Complement of a Verb (other than the copula, and certain Verbs that allow a Construction with *for*, such as *wait*: "They waited for us to arrive"). It also does not apply in *elliptical questions*, or in *fixed expressions* such as *so as to*, *am to*, etc. (although it does apply in *in order to*). When the Verb is implied, the *to*-infinitive may be reduced to simply *to*: "Do I have **to**?"

The to-Infinitive in some typical examples
The to-Infinitive is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-Infinitive is used following a large collection of different Verbs as well.

The to-Infinitive to indicate the purpose or intention of an action.
In this case *to* has the same meaning as *in order to* or *so as to*. Examples
- She came **to collect** her pay cheque.
- The hunters went **to find** firewood.
- I am calling **to ask** you about Papa.
- You sister has gone **to finish** her homework.

The to-Infinitive as the Subject of the sentence
Attention: This is a formal usage and is far more common in written English. (In spoken English we often use the Gerund instead. See: *Gerund versus Infinitive*.) Examples:
- **To be** or not to be, that is the question.
- **To know** her is to love her.
- **To visit** the Grand Canyon is my life-long dream.
- **To understand** statistics, that is our aim.

The to-Infinitive to indicate what something can or will be used for
In this pattern, the to-infinitive follows a noun or pronoun. Examples
- The children need a garden **to play** in.
- I would like a sandwich **to eat**.
- I don't have anything **to wear**.
- Would you like something **to drink**?

The to-Infinitive after Adjectves
There is a common pattern using the to-Infinitive with an Adjective. These phrases are formed: **Subject + to be + Adjective + (for/of someone) + to-Infinitive + (rest of sentence)**

Subject	to be	Adjective	(for / of someone)	to-Infinitive	(rest of sentence)
It	is	good		**to talk.**	
It	is	good	of you	**to talk**	to me.
It	is	important		**to be patient.**	
It	is	important	for Tony	**to be patient**	with his little brother.
I	am	happy		**to be**	here.
The dog	is	naughty		**to destroy**	our couch.

The to-Infinitive to make a comment or judgement
To use the to-Infinitive when making a comment or judgement about a Noun, the pattern is: **Subject + to be + noun phrase + to-Infinitive**

Subject	to be	Noun phrase	to-Infinitive
It	was	a stupid place	**to park.**
That	is	a dangerous way	**to behave.**
What you said	was	a rude thing	**to say.**
This	is	the right thing	**to do.**
Those	were	the wrong kind of eggs	**to buy.**
Jim	is	the best person	**to hire.**

The to-Infinitive with Adverbs
The to-Infinitive is used frequently with the Adverbs *too* and *enough* to express the reasoning behind our satisfaction or insatisfaction. The pattern is that *too* and *enough* are placed before or after the Adjective, Adverb, or Noun that they modify in the same way they would be without the to-Infinitive. We then follow them by the to-Infinitive to explain the reason why the quantity is excessive, sufficient, or insufficient. Normally the to-Infinitive and everything that follows can be removed, leaving a sentence that still functions grammatically. Examples:
- There's *too much* sugar **to put** in this bowl.

- I had *too many* books **to carry**.
- This soup is *too hot* **to eat**.
- She was *too tired* **to work**.
- He arrived *too late* **to see** the film stars.
- I've had *enough food* **to eat**.
- She is *old enough* **to make up** her own mind.
- There is *not enough* snow **to ski** on.
- You are *not old enough* **to have** children!

The to-Infinitive with question words

The Verbs *ask, decide, explain, forget, know, show, tell,* and *understand* can be followed by a question word such as *where, how, what, who,* and *when* + the **to-Infinitive**. Examples:

- She asked me *how to use* the washing machine.
- Do you understand *what to do*?
- Tell me *when to press* the button.
- I've forgotten *where to put* this little screw.
- I'm not sure I know *who to call*.

Verbs followed by Infinitives

Many different Verbs can be followed, by a second Verb in the Infinitive. The Verbs listed next are followed by a *to-Infinitive* when the Infinitive is used. Verbs marked with * **can** also be followed by a *that-clause*, as shown in the examples. Verbs marked with ** **must** be followed by a that-clause when the Subject of the main Verb is "it".

Verbs followed by the Infinitive:

afford	agree*	aim	appear**	arrange*
bother	care	claim*	condescend	consent
decide*	demand*	determine*	endeavour	fail
guarantee*	happen*	hasten	have (= be obliged)	hesitate
hope*	learn	long	manage	offer
prepare	pretend*	proceed	promise*	propose
prove (= turn out)	refuse	resolve*	seek	seem**
strive	swear*	tend	threaten*	trouble
undertake	volunteer	vow*		

Examples:
- I **hope to see** you next week.
- I **hope that** I shall see you next week.
- He **claimed to be** an expert.
- He **claimed that** she was an expert.
- I **managed to reach** the top of the hill.
- Would you **care to swim**?

Examples with "it":
- **It** **appeared that** no-one had locked the door.
- He **appeared to be** lost.
- **It** **seems that** she is running late.
- She **seems to be** running late.

Verbs followed by a Noun + the Infinitive:

accustom	aid	appoint	assist	cause	challenge
command*	defy	direct*	drive	empower	enable
encourage	entice	entitle	entreat	force	get
implore*	incite	induce	inspire	instruct*	invite
lead	leave (= make someone responsible)	oblige	order*	persuade*	press
prompt	provoke	remind*	require*	stimulate	summon
teach	tell	tempt	trust*	warn*	

Examples:
- The professor **challenged his students to argue** with his theory.
- This law **empowers the government to charge** higher taxes.
- You cannot **force me to do** something I do not agree with.
- I **invited the new student to have** dinner with me.
- What **inspired you to write** this poem?

Verbs without a Noun before a that-clause

When certain Verbs are followed by a that-clause, there is no Noun before the that clause even though there is a noun before the Infinitive. This is the case for the Verbs *command, direct, entreat, implore, order, require, & trust*. Examples:

- I **trust you to tell** the truth.
- I **trust that** you are telling the truth.
- The general **commanded his men to surrender**.
- The general **commanded that** his men surrender.

Verbs with a Noun before a that-clause

Other Verbs, when followed by a that-clause require a Noun before the that-clause, just as before the Infinitive. This is the case for the Verbs *persuade and remind.* Examples:

- You cannot **persuade people to buy** small cars.
- You cannot **persuade people that** small cars are better.
- He **reminded me to take** my notebook to school.
- He **reminded me that** I would need my notebook.

Verbs with an optional Noun before a that-clause

A final group of Verbs when followed by a that-clause take an optional Noun before the that clause. This is the case for the Verbs *instruct, teach, and warn.* Examples:

- She **taught her students to appreciate** poetry.
- She **taught her students that** poetry was valuable.
- She **taught that** poetry was valuable.

Verbs followed by the infinitive or a Noun + the Infinitive

ask*	beg*	choose	dare	desire*	elect
expect*	help	mean* (=intend)	request*	want	wish*

Examples:

- I **asked him to show** me the book.
- I **asked to see** the book.
- She **helped me to put** away the dishes.
- She **helped to put** away the dishes.
- We **expect you to do** your best in the exam.
- We **expect to do** well on our exams.
- Do you **want to go** to the beach?
- Do you **want me to go** with you to the beach?

Using TO DARE

In negative and interrogative sentences the Infinitive with or without '**to**' is possible as long as the Subject of both Verbs is the same, though it is more common to omit the '**to**'. If the Subject of the two Verbs is different, you must include to. Examples:

- I **never dared tell** him what happened.
- Do you **dare tell** him?
- Would you **dare (to) jump** out of a plane?
- I **dare you to tell** him the truth.
- She **dared me to jump** off the wall.

Perfect and Continuous nonfinite constructions

There are also nonfinite constructions that are marked for Perfect, Continuous or Perfect Continuous aspect, using the Infinitives, Participles or Gerunds of the appropriate Auxiliaries. The meanings are as would be expected for the respective aspects: Perfect for prior occurrence, Continuous for ongoing occurrence at a particular time. (Passive Voice can also be marked in nonfinite constructions – with Infinitives, Gerunds and Present Participles – in the expected way: *(to)* **be eaten**, **being eaten**, **having been eaten**, etc.)

Examples of nonfinite constructions marked for the various aspects are given below.
Bare Infinitive:
 You should **have left** earlier. (perfect infinitive)
 She might **be revising**. (Continuous; refers to an ongoing action at this moment)
 He must **have been working** hard. (Perfect Continuous; i.e. I assume he has been working hard)
To-Infinitive:
 He is said **to have resigned**. (Perfect Infinitive; for this particular construction see *said to*)
 I expect **to be sitting** here this time tomorrow. (Continuous)
 He claims **to have been working** here for ten weeks. (Perfect Continuous)
Present Participle:
 Having written the letter, she went to bed. (Perfect)
 The man **having left**, we began to talk. (Perfect, in a nominative absolute construction)

Having been standing for several hours, they were beginning to feel tired. (Perfect Continuous)

Past Participle:

We have **been waiting** a long time. (Continuous, used only as part of a Perfect Continuous construction)

Gerund:

My **having caught** the spider impressed the others. (Perfect)

We are not proud of **having been drinking** all night. (Perfect Continuous)

Other aspectual, temporal and modal information can be marked on nonfinite Verbs using **periphrastic** constructions. For example, a "Future Infinitive" can be constructed using forms such as *(to)* **be going to eat** or *(to)* **be about to** eat.

Deverbal uses

Certain words are formed from Verbs, but are used as common Nouns or Adjectives, without any of the grammatical behaviour of Verbs. These are sometimes called Verbal Nouns or Adjectives, but they are also called Deverbal Nouns and Deverbal Adjectives, to distinguish them from the truly "verbal" forms such as Gerunds and Participles.

Besides its nonfinite verbal uses as a Gerund or Present Participle, the *-ing* form of a Verb is also used as a Deverbal Noun, denoting an activity or occurrence in general, or a specific action or event (or sometimes a more distant meaning, such as *building* or *piping* denoting an Object or system of Objects). One can compare the construction and meaning of Noun phrases formed using the *-ing* form as a gerund, and of those formed using the same *-ing* form as a Deverbal Noun. Some points are noted below:

- The Gerund can behave like a Verb in taking Objects: crossing the river cost many lives. The Deverbal Noun does not take Objects, although the understood Object may be expressed by a Prepositional phrase with of: the crossing of the river cost many lives (an indirect object is expressed using to or for as appropriate: the giving of the award to John).
- The Gerund takes modifiers (such as Adverbs) that are appropriate to Verbs: eating heartily is good for the health. The Deverbal Noun instead takes modifiers appropriate to Mouns (especially Adjectives): his hearty eating is good for his health.
- The Deverbal Noun can also take Determiners, such as the Definite Article (particularly in denoting a single action rather than a general activity): the

opening of the bridge was delayed. Gerunds do not normally take determiners except for Possessives (as described below).

- Both Deverbal Nouns and Gerunds can be preceded by Possessive Determiners to indicate the agent (logical Subject) of the action: my taking a bath (see also above under Gerund and at fused Participle for the possible replacement of my with me); my taking of a bath. However, with the Deverbal Noun there are also other ways to express the agent:
  - Using a prepositional phrase with of, assuming that no such phrase is needed to express an Object: the singing of the birds (with a Gerund, this would be the birds' singing). In fact both Possessives and of phrases can be used to denote both Subjects and Objects of Deverbal Nouns, but the Possessive is more common for the Subject and of for the Object; these are also the assumed roles if both are present: John's wooing of Mary unambiguously denotes a situation where John wooed Mary, not vice versa.
  - Using a Prepositional phrase with by (compare similar uses of by with the Passive Voice): the raising of taxes by the government. This is not possible with the Gerund; instead one could say the government's raising taxes.
- Where no Subject is specified, the Subject of a Gerund is generally understood to be the Subject (or "interested party") of the main clause: I like singing loudly means I like it when I myself sing; Singing loudly is nice implies the singer is the person who finds it nice. This does not apply to Deverbal Nouns: I like loud singing is likely to mean that I like it when others sing loudly. This means that a sentence may have alternative meanings depending on whether the -ing form is intended as a Gerund or as a Deverbal Noun: in I like singing either function may be the intended one, but the meaning in each case may be different (I like to sing, if Gerund; I like hearing others sing, if Deverbal Noun).

Some *-ing* forms, particularly those such as *boring, exciting, interesting,* can also serve as Deverbal Adjectives (distinguished from the Present Participle in much the same way as the Deverbal Noun is distinguished from the Gerund). There are also many other Nouns and Adjectives derived from particular Verbs, such as *competition* and *competitive* from the Verb *compete* (as well as other types such as agent Nouns).

The 4 Gerunds

The Gerund plays almost the same role as the Infinitive. While the Infinitive is more formally used in writing, the Gerund is commonly used in spoken English. Although a Gerund is made from a Verb, speakers often treat it as a **Noun phrase**. Non-finite Verb forms ending in **-ing**, whether termed Gerund or Participle may belong to the Simple aspect or Perfect aspect, Active or Passive. The missing Continuous usually can be expressed by one of the 4 Continuous Infinitive forms. The Gerund itself has 4 forms — two for the Active Voice and two for the Passive Voice:

	Active Voice	Passive Voice
Simple Gerund	loving	being loved
Perfect Gerund	having loved	having been loved

Distinction from other uses of the -ing form

In traditional grammars, Gerunds are distinguished from other uses of a Verb's -ing form: the Present Participle (which is a non-finite Verb form like the gerund, but is adjectival or adverbial in function), and the pure verbal Noun or deverbal Noun. The distinction between Gerund and Present Participles is not recognised in modern reference grammars, since many uses are ambiguous. Non finite **-ing** clauses may have the following roles in a sentence:

	Role	Example
1	Subject	**Eating cakes** is pleasant His favourite activity is **eating cakes**
2	Extraposed Subject (in a passive-like construction)	It can **be pleasant eating cakes** She **wants eating cakes** **That cake needs eating**
3	Subject Complement	**What** I am looking forward to is **eating cakes**
4	Direct Object	I cannot stop **eating cakes**. I like **eating cakes**
5	Prepositional Object / Prepositional Complement	I dreamt **of eating cakes** She takes pleasure **in eating cakes** It prevents you **from eating cakes** too much **Before eating cakes** she gets the her coffee **After eating the cakes**, she went out
6	Adverbial	He walks the streets **eating cakes**
7	Part of Noun phrase	It's a picture of **a man eating cakes**
8	Part of Adjective phrase	They are all **busy eating cakes**

As the Gerund has no tense, it does not in itself indicate the time of the action that it refers to. However, it can show whether this time is the same as or earlier than the time of the Verb in the main clause.

1.) The Simple Gerund can refer to **the same time** as that of the **V**erb in the main clause:

- I hate **arguing** with you. (*arguing* refers to the same time as *hate*: I hate when we argue.)
- Jim suggested **going** back to our tents. (*going* refers to the same time as *suggested*: Jim suggested that we should go back to our tents.)

The Simple Gerund can also refer to **a time before** that of the Verb in the main clause:

- I don't remember **saying** anything like that. (*saying* refers to a time before *don't remember*: I don't remember that I said anything like that.)
- She regretted **not studying** harder when she was at school. (*not studying* refers to a time before *regretted*: She regretted that she hadn't studied harder when he was at school.)

2.) The Perfect Gerund refers to a time before that of the Verb in the main clause. However, it is only used if the time of the action expressed by the Gerund is not obvious from the context:

- He denied **being married**. (the Simple Gerund **being** refers to the same time as *denied*: He *denied* that he *was* married.)
- He denied **having been married**. (the Perfect Gerund **having been** refers to a time before *denied*: He *denied* that he *had been* married.)

If it is clear that an **earlier time** is meant, we use the Simple Gerund:

- He denied **stealing** the car. (He *denied* that he *had stolen* the car.)

Passive Gerunds are also possible:

- I hate **being lied** to. (Passive Simple Gerund: I hate it when people *lie* to me.)
- He complained of **having been** unjustly **accused**. (Passive Perfect Gerund: He complained that they *had* unjustly *accused* him.)

MY or ME?

It is considered correct to express the logical Subject (agent) of a Gerund by using a Possessive Adjective (*Jim objects to **my** helping him*), although in informal English a plain Object Pronoun is often used instead (*Jim objects to **me** helping him*).

Present Participle

The *Present Participle* is one of the uses of the *-ing* form of a Verb. This usage is adjectival or adverbial. The main uses of this Participle, or of participial phrases introduced by it, are as follows. (Uses of Gerunds and Verbal Nouns, which take the same *-ing* form, appear in sections below.)

- In *Simple Continuous* and *Perfect Continuous* constructions, as described in the relevant sections above:
  The man is **fixing** my bike.
  We had been **working** for nine hours.
- As an adjective phrase modifying a Noun:
  the flower **opening** up
  the news **supporting** the point
- As an adjectival phrase modifying a Noun phrase that is the object of a Verb, provided the Verb admits this particular construction. (For alternative or different constructions used with certain Verbs, see the sections on the bare Infinitive and *to*-Infinitive above.)
  I saw them **digging** a hole.
  We prefer it **standing** over there.
- As an adverbial phrase, where the role of Subject of the nonfinite verb is usually understood to be played by the subject of the main clause (but see dangling participle). A participial clause like this may be introduced by a conjunction such as *when* or *while*.
  Looking out of the window, Mary saw a car go by. (it is understood to be Mary who was looking out of the window)
  We peeled the apples while **waiting** for the water to boil.
- More generally, as a clause or sentence modifier, without any specifically understood Subject
  Broadly **speaking**, the project was successful.
- In a nominative absolute construction, where the Participle is given an explicit subject (which normally is different from that of the main clause):
  The children **being** hungry, I set about preparing tea.
  The meeting was adjourned, Sue and I **objecting** that there were still matters to discuss.

Present participles may come to be used as pure Adjectives. Examples of Participles that do this frequently are ***interesting***, ***exciting***, and ***enduring***. Such words may then take various adjectival prefixes and suffixes, as in *uninteresting* and *interestingly*.

Past Participle

English *Past Participles* have both Active and Passive uses. In a Passive use, an Object or preposition complement becomes Zero, the gap being understood to be filled by the Noun phrase the Participle modifies (compare similar uses of the *to*-Infinitive above). Uses of Past Participles and participial phrases introduced by them are as follows:

- In Perfect constructions as described in the relevant sections above (this is the chief situation where the Participle is active rather than passive):
  He has **fixed** my bike.
  They would have **sung** badly.
- In forming the Passive Voice:
  My bike was **fixed** yesterday.
  A new church is being **built** here.
- As an adjectival predicative expression used in constructions with certain Verbs (some of these are described under English Passive Voice):
  Will you have your ear **looked** at by a doctor?
  I found my bike **broken**.
- As an Adjective phrase directly modifying a Noun (see also reduced Relative Clause):
  The bag **left** on the train cannot be traced.
- Used adverbially, or (with a Subject) in a nominative absolute construction:
  Hated by his family, he left the town for good.
  The bomb **defused**, he returned to his comrades.

The last type of phrase can be preceded with the Preposition *with*: *With these words spoken, he turned and left.*

As with Present Participles, Past Participles may function as simple Adjectives: "the *burnt* logs"; "we were very *excited*". These normally represent the passive meaning of the Participle, although some Participles formed from Intransitive Verbs can be used in an active sense: "the *fallen* leaves"; "our *fallen* comrades".

The 4 Basic Verb Structures In English Sentences

Verb forms can be confusing in English. For instance, when do we use the Infinitive form *go* and when should we use the Gerund form *going*? **General Rule: When we have two Verbs together in a sentence, the form of the second Verb is influenced by the first Verb!**

These are the 4 different structures that we use when there are two Verbs together in a sentence:
- Verb + bare Infinitive – *I **can go** there.*
- Verb + -ing – *I **love going** there.*
- Verb + to + Infinitive – *I **want to go** there.*
- Verb + Object + to + Infinitive – *He **wants me to go** there.*

1.) Verb + Bare Infinitive
This table shows **Verb + Bare Infinitive** (Verb in its Infinitive form without **to**):

How to do:	Examples:
We use the **Bare Infinitive** (an Infinitive without **to**) after certain Verbs followed by an Object. These Verbs include: *let, make, see, hear, feel.*	*My parents did not **let me watch** TV at night.* *Did you **see anyone enter** the building?* *He **made me laugh**.*
We use the **Bare Infinitive** after Modal Verbs: will, shall, *can, may,* must; would *should,* etc.	*He **cannot sing**.* *It **might be** a good idea.*

2.) Verb + -ing form
This table shows which Verbs require the second Verb to take the *-ing* form. **Verb + Gerund (Verb in its -ing form)**

How to do:	Examples:
We use a Verb in its **-ing form** after certain Verbs, including *avoid, admit, can't stand, deny, dislike, enjoy, hate, like, love, mind* and *practise.*	*I **enjoy going** to the cinema.* *I do not **like living** in a city.*
The **-ing form** is used after **Prepositions**.	*I am looking forward **to seeing** you.* *He insisted **on seeing** the shop manager.*

3.) Verb + to Infinitive
This table shows which Verbs require the second Verb to take the *to + Infinitive* (sometimes called the *full Infinitive*) form. **Verb + to + Infinitive**

How to do:	Examples:
We use **to + Infinitive** after certain Verbs, including *agree, arrange, decide, offer, seem, plan, want, need, promise, hope, refuse.*	*I have **decided to lend** him the car.* *He **offered to help** me.* *He **promised not to say** anything.*
We also use **to + Infinitive** after these structures: *ask someone to, tell him to, want her to,* etc.	*He **told me to go** there.* *She **asked me to help** her.*

4.) Verb + Object + to + Infinitive

Sometimes Verbs are followed by **an Object** and then by another Verb in the **to + Infinitive** form.

The **to + Infinitive** is sometimes called the *Full Infinitive*. Examples are: *to go, to be, to have, to speak*. **Verb + Object + to + Infinitive**

How to do:	Examples:
After some Verbs we use the structure **someone + to + Infinitive**. Verbs which can be followed by this form include *advise, ask, allow, expect, encourage, force, help, invite, order, persuade, need, tell.*	*They **helped their neighbour to fix** his car.* *She **asked me to give** her some advice.* *He **told his assistant to send** the parcel.* *She **persuaded him to have lunch** with her.* *We **need someone to help** us.*
The negative form is **Object + not + to + Infinitive**.	

Statistics on the Frequency of English Verb tenses

Out of pure curiosity, some people wonder how frequently each of the 32 tenses is used in the English language. The 4 Simple tenses alone account for 75%, about 10% for the Simple Continuous Present and Simple Continuous Past tenses, another 10% for the Perfect Present and Perfect Past tenses. All the rest share the remaining 5% with less or around 1% each. Here are some estimated figures:

1. **Simple Present**	**40**%
2. **Simple Past**	**25**%
3. **Simple Future**	**7**%
4. **Simple Future in the Past**	**3**%
1. **Simple Continuous Present**	**5**%
2. **Simple Continuous Past**	**3**%
3. Simple Continuous Future	1%
4. Simple Continuous Future in the Past	1%
1. **Perfect Present**	**6**%
2. **Perfect Past**	**3**%
3. Perfect Future	1%
4. Perfect Future in the Past	1%
1. Perfect Continuous Present	1%
2. Perfect Continuous Past	1%
3. Perfect Continuous Future	1%
4. Perfect Continuous Future in the Past	1%

To be honest, which ones of the tenses are used in what frequency depends very much on background and education of the speaker, and on the purpose of the speech as well. In writing, we use Simple tenses more while we use Continuous tenses more in speaking. The Passive Voice accounts for about 1 to 5% of all tenses, particularly in technical descriptions and the speech of politicians and newsreaders.

EASY METHODS TO LEARN THE ENGLISH VERB TENSES

A Verb is a word that usually tells about an action or a state and is the main part of a sentence. Every language in the world has Verbs, but they are not always used in the same ways. They can have different properties in different languages. In English, a proper sentence has a Verb. Verbs are the only kind of words that changes to show **Aspect Time**, **Mood**, and **Voice**. Chinese Verbs do not change at all. So we need to perform a clear concept that the students can grasp.

Teaching Techniques For Beginners

When we teach the Verb forms to beginners, we should combine the topic VERB with the topic DAY and the topic NUMBER. Why should we do this? Well, in Chinese, the days have no proper names but numbers! So we draw a table of 7 lines and 7 columns on a board and begin with Cardinal Numbers, days, Ordinal Numbers and we write them one under another. We let the students speak: *Monday is the first day of the week*, *Tuesday is the second day of the week* .... and so on. In this manner we practise 7 complete sentences:

1	**Monday**	**is**	the	**first** (1st)	day of the week
2	**Tuesday**	**is**	the	**second** (2nd)	day of the week
3	**Wednesday**	**is**	the	**third** (3rd)	day of the week
4	**Thursday**	**is**	the	**fourth** (4th)	day of the week
5	**Friday**	**is**	the	**fifth** (5th)	day of the week
6	**Saturday**	**is**	the	**sixth** (6th)	day of the week
7	**Sunday**	**is**	the	**seventh** (7th)	day of the week

After this practice, We draw on the left half of the board a table like this and begin a question-and-answer play. We let the students speak and start with the "0"-line. Then the 1st lines below and above 0:

Questions:

-	3	What day	**was**	three days **ago**?
-	2	What day	**was**	the day before yesterday?
-	1	What day	**was**	yesterday (or: one day **ago**)?
	0	**What day**	**is**	**Today?**
+	1	What day	**will be**	tomorrow (or: **in** one day)?
+	2	What day	**will be**	the day after tomorrow?
+	3	What day	**will be**	**in** three days?

Let us pretend, today were Monday, then on the right half of the board we draw the same kind of table and give answers like this:

Answers:

-	3	Three days **ago**	**was**	Friday
-	2	The day before yesterday	**was**	Saturday
-	1	Yesterday (or: one day **ago**)	**was**	Sunday
	0	**Today**	**is**	**Monday**
+	1	Tomorrow (or: **in** one day)	**will be**	Tuesday
+	2	The day after tomorrow	**will be**	Wednesday
+	3	**In** three days	**will be**	Thursday

Learning Objective: the names of the **days**, word order in question and answer sentences, the **SIMPLE** (Past, Present and Future) **tenses**; the use of **"ago"** and **"in"** for a certain position in time!

The students know three tense forms by now: **Present**, **Past**, **Future**. The next step is introducing the **Future in the Past,** the **Conditional** with which we describe any kind of **Condition** (including polite requests!), often followed by "**if**". Mind: *The earlier we learn these 4 forms, the easier are the others!* Make sure that the students know how we use the verbs "*to be*" and "*to have*" by giving examples:

Three days **ago**	**I was**	at school	
The day before yesterday	**I was**	at home	and did homework
Yesterday	**I was**	at home	and had a rest
Today	**I am**	**at school**	
Tomorrow	**I will be**	at school	
The day after tomorrow	**I will be**	at school	again
In three days	**I will be**	at school	once more
Tomorrow	**I would be**	at home	**if** I had time.
The day after Tomorrow	**I would be**	shopping	**if** I had money.
In three days	**I would be**	in bed	after the long work.

Three days **ago**	**I had**	class	
The day before yesterday	**I had**	no class	but homework
Yesterday	**I had**	no class	but a rest
Today	**I have**	**class**	
Tomorrow	**I will have**	class	
The day after tomorrow	**I will have**	class	again
In three days	**I will have**	class	once more
Tomorrow	**I would have**	class	**if** I were not ill.
The day after tomorrow	**I would have**	money	**if** I had a job.
In three days	**I would have**	a sleep	**if** I had time.

How quickly and thoroughly learners understand the English Verb system depends largely on a continueing method that teaches all 4 patterns in only one go. Little question-and-answer plays prove to be most successful. Begin with the 4 **Simple** tenses as question and answers (give explanations in brackets only when needed):

Questions:
Where were you (last week)**?**
Where are you (now)**?**
Where will you be (next week)**?**
Where would you be (for holiday **if** you had time)**?**

Answers:
I was at home (last week)**.**
I am at school (right now)**.**
I will be at school (again next week)**.**
I would be in Ireland (for holiday **if** I had time and money)**.**

Make new examples by changing the time words for the **Past**: yesterday, 2 minutes ago, in 2011, the other day, last Friday; (In **if**-clauses of Conditional sentences: *"If I talked, we would get problems"*); for the **Present**: always, every day, ever, never, normally, often, now, seldom, sometimes, usually; (In **if**-clauses of Conditional sentences: *"If I talk, you get problems"*); for the **Future**: in a year, next week, tomorrow. (In the **main** clauses of Conditional sentences: *"If I talk, you will get problems"*); for the **Future in the Past** (also called *Simple Conditional*) I think, probably, perhaps, I believe, presumably, and so on. (In **if**-clauses of Conditional sentences: *"If I had talked, you would be in trouble"*)

It is crucial that we continue. We have to learn the **two Aspects** of the English Verb. But many English-teachers do not really know how, since they are not so sure about the tenses. They rather tend to postpone this vital issue for the time being. Let us get on with it.

So let us go over to describe the **CONTINUOUS Aspect** which expresses "what we are doing" **at *a certain point of time***. The *Continuous* form is also called *Progressive* form. It is always made with *"to be"*: The Past is always expressed with *"was / were"*, the Future with *"will be"* (or "shall be" for the 1st Person).

Questions:
What were you doing (when I came in)**?**
What are you doing (at the moment)**?**
What will you be doing (in three days)**?**
What would you be doing (if you were not ill)**?**

Answers:
I was doing my work (when you came in)**.**
I am doing my work (right now)**.**
I will be doing my work (in three days)**.**
I would be doing my work (if I were not ill)**.**

Time words for the **Past**: when, while, as long as; for the **Present**: at the moment, just, just now, Listen!, Look!, now, right now; for the **Future**: in a year, next week, tomorrow; for the **Future in the Past** (also called: *Simple Conditional Continuous*): (In the **main** clauses of Conditional sentences: *"If they talked, I would be leaving"*).

Let us have a look at the **PERFECT Aspect** and its tenses. When Chinese people translate these sentences "I was at home", "I have been at home" and "I had been at home", they think, they all have the same meaning.

In our perception and feelings, the **Perfect aspect** represents a fact that has been completed. In detail: The **Perfect Present** just has occured or lasted up to now, we still feel it is "true" at a certain point of time. The event is fresh in our mind. The **Perfect Past** is an event that happened before an other event which happened in the Past. The **Perfect Future** is in use when we assume, suppose or speculate about a possible future event. And the **Perfect Future in the Past** is also called the ***"Past Conditional* or better *Perfect Conditional"*** because we use it when we make speculations that have certain conditions connected to it. Often we attach those conditions with the word "if" to it. Here we can see all four Perfect tenses:

Questions:
What had you done (before you began your work)**?**
What have you done (so far)**?**
What will you have done (by the end of the day)**?**
What would you have done (in my situation)**?**

Answers:
I had eaten (before I began my work)**.**
I have done my work (up to chapter 8 but I must finish the conclusion)**.**
I will have done my work (by the end of the day)**.**
I would have done all my work (if I had no other tasks to do)**.**

Time words for the **Past**: already, just, never, not yet, once, until that day; if sentences: for the **Present**: already, ever, just, never, not yet, so far, till now, up to now; **Future**: in a month, next week, tomorrow, by Monday, in a week; for the **Future in the Past** (In **main** clauses Conditional sentences: *"I would have talked about it earlier if I had known that"*, or the other way round: *"If I had known that*, **I would have talked about it earlier***"*)

When Chinese learners hear a sentence such as "I have been going home", they are totally confused as in the Chinese language there are no combinations of the Continuous and Perfect aspects. In fact, the previous explanations for the Continuous aspect, and the Perfect aspect apply together, then we call them **PERFECT CONTINUOUS** Tenses. These tenses are, of course, In **Perfect Continuous Present**, **Perfect Continuous Past**, **Perfect Continuous Future** and **Perfect Continuous Future in the Past** (*Perfect Continuous Conditional*):

Questions:
What **had** you **been** doing (since I left)**?**
What **have** you **been** doing (all day)**?**
What **will** you **have been** doing (by lunchtime)**?**
What **would** you **have been** doing (if you had no work)**?**

Answers:
I had been writing (on my report before i got a phone call)**.**
I have been doing my task (up to now. It took me the whole morning)**.**
I will have been doing my task (for five hours when I finish it)**.**
I would have been going to the beach (if I had no work)**.**

Time words for the **Past**: for, since, the whole day, all day; for the **Present**: all day, for 4 years, since 1999, how long?, the whole week; for the **Future**: for …, the last couple of hours, all day long, "For five minutes," "for two weeks," and "since Friday"; for the **Future in the Past** (In Conditional sentences *"I would have been talking about it earlier if I had known that"*, or the other way round: *"If I had known that*, **I would have been talking about it earlier***"*)

Objective: Learning that **Present**, **Past**, **Future**, and **Future in the Past are** only different variations of the same theme: the **Simple** tenses, the **Continuous** tenses, the **Perfect** tenses, the **Perfect Continuous** tenses. Students must learn all these 16 forms of the **Active Voice** right from the start of any English lesson because the other 16 forms of the **Passive Voice** are based on them!

These "if"-sentences are all made in the same manner with a comma.
"If I talked, we would get problems"
"If I talk, you get problems"
"If I had talked, you would be in trouble"
*"If I talk, **you will get problems**"*
*"If they talked, **I would be leaving**"*
"If I had known that, **I would have talked about it earlier***"*
"If I had known that, **I would have been talking about it earlier***"*

We can turn the order of the clauses without changing the meaning:
*" we would get problems **If I talked**"*
*" you get problems **If I talk**"*
... and so on. These forms do not need a comma.

Arrange A Complete Verb List With The Henfield System

Students appreciate a strict order in a language system. Teaching the English Verb tenses bit by bit over a period of many years only confuses learners, simply because they cannot gain a complete overview of that what awaits them. Consequence: They will never get it right. Please give them the chance to learn all forms of the English Verb tenses in only one lesson. It takes just half an hour!

First, we choose a Verb that has a lot of irregular forms so that the students can distinguish the Simple Past from the Past Participle. I always choose *"to drive"*, because it has these 5 forms: *drive / drives*, *drove*, *driving*, *driven*. Write them on the board and begin an *"asking and answer"* play. Ask the students if they know what these forms mean. If not, explain. Ask them to form the present tense with the Personal Pronoun *"I"*. It is convenient. Now ask them if they remember other forms. They might give you a couple of forms such as *"I am driving"*, *"I will drive"* etc. Most student remember no more than 7 or 8 forms.

Now we can begin to teach the Verbs systematically by drawing a table with 8 columns on a writing board. At the very top of the 8 columns we write **1 2 1 2 1 2 1 2** to remind the learner that a **1** refers to a Present form column and a **2** to a Past form column. Then, write under the 1 "Present" as headline in the 1st column and *"I drive"* below it. Then write "Past" in the 2nd column and ask for the Past. *"I drove"* might be the students' answer. Here we can explain that the Chinese Verb has one form only, but the English Verb is always based

on two forms! Explain: *When there is a **Present tense** (I drive), then there **must be** a **Past tense** (I drove, or: I did drive)!* Past, Present and Future tense is a well-known concept in all languages. So we are going on by asking "what will happen tomorrow?" We might get the answer "I will drive". We should state: *When there is a **Future tense**, then there is a **Future tense in the Past!*** The Future tense is made with "will", a Present tense form. So the Past tense form is "would". We might here get the answer "I would drive". Keep the following explanation short by stating that we use the "Future tense in the Past" for Condition sentences with "if" (It would be nice if I had some water), and for being very polite as in the request "I would like some water!"

1	2	1	2
Simple Present	Simple Past	Simple Future	Simple Future in the Past
I drive	I drove	I will drive	I would drive

Then in the 5th column we write "Perfect Present" and "I have driven". Remember: *When there is a **Perfect Present** then there must be a **Perfect Past**! -* "I had driven" (Column 6), as well as two Future forms Columns 7 and 8)! We should have these Perfect forms by now:

1	2	1	2
Perfect Present	Perfect Past	Perfect Future	Perfect Future in the Past
I have driven	I had driven	I will have driven	I would have driven

With the 4 Perfect tenses we express that something **has finished, had finished, will have finished,** and **would have finished**.

All these 8 forms are called **"Straight forms"** or *"Plain forms"* (do NOT call them "Simple" as "Simple" is an Aspect opposed to the "Perfect" Aspect!). Now we explain to the student: *When there is a*

Straight form, then there must be a Continuous form too, because the English Verb is "based on 2"! We now work out the 8 Continuous forms in a second line underneath the Straight forms. Begin with the Present tense again and find out the 8 versions of the Continuous form. And this is the result for the 4 Simple Continuous tenses:

1	**2**	**1**	**2**
Simple Present	**Simple Past**	**Simple Future**	**Simple Future in the Past**
I am driving	**I was driving**	**I will be driving**	**I would be driving**

And these are the 4 Perfect Continuous tenses:

1	**2**	**1**	**2**
Perfect Present	**Perfect Past**	**Perfect Future**	**Perfect Future in the Past**
I have been driving	**I had been driving**	**I will have been driving**	**I would have been driving**

"How many tense forms do we have now?" "We have got 16 tenses!" will be the answer of your students. (For 10 minutes you could do some practice in sentence building. Write for instance *"I … … … the red car"* and let the students fill the gap with one of our tenses such as *"I have been driving the red car")*

By now, we have talked only about the so-called *"Active Voice"*. That means, with this form we can say *what I do, we are doing, she does or they are doing*. But, as the English verb is based on "2", there is another form which is used when something *happens to us*, when we are not the *acting part* but only the *effected part*. These forms belong to the so-called *"Passive Voice"*. Here some students might not understand immediately. This is the time to give them an example: *"Last weekend, **I was driven home** by my brother, because I drank*

too much beer". As you can see, the form *"I was **driven**"* looks almost like *"I was **driving**"*. We just have exchanged "driving" for "driven". Having said this, our students instantly realise how the 3rd line must look like: I am driven, I was driven, I have been driven, and so on. We explain: Where there is a Straight (plain) form is there must be a Continuous form too, because the English Verb is based on 2 forms. So we begin a fourth line. "How to build the Passive Continuous Form?" Easy: Again, this form looks almost as the one in the former line. The only difference is that we put the little word *being* right in front of the Past Participle "driven"! This table contains all 32 tense forms we have in English. We must stick to the 32 forms at all times!

Finally, it is time to tell the students that this verb table goes much further and the students might understand quickly its real value when you explain that the word "***will***" and its past form "***would***" can be replaced with almost any Modal Verb (such as ***"shall, should, can, could, may, might, must; ought to, have to, had to, got to, used to, need to***, and even ***be to***) and the sentence form will be built always correctly! Make the students aware of the fact that "will" and "shall" as well as "should" and "would" have the same meaning when building the Future tense for the 1st Person. Using "shall" and "should" is actually considered more correct. Look:

I, we shall (or I, we will)	I, we should (I, we would)
he, she, it, you, they will	he, she, it, you, they would

Now we see all patterns of *drive, have, be* (+ Helper Verbs), *clean* in 4 tables. **Rules of *Verb tense Agreement*:** The tenses in all **columns "No. 1"** can be used together in the same sentence or paragraph! This also applies for all **columns "No. 2".** Look:

LORD HENFIELD'S VERB TABLE (THE 32 MAJOR CONJUGATION POSSIBILITIES OF AN ENGLISH VERB ARE HERE DEMONSTRATED WITH "TO DRIVE" IN THE 1st PERSON SINGULAR)

PRINCIPAL PARTS: drive, drives, drove, driving, driven. **DERIVATIVES: Gerund:** driving; **Other Nouns:** drive, driveway, driver; **Adjectives:** driving, driven, driveable. **PERFORMANCE:** Transitive / Intransitive

Active Voice:	Simple Infinitive: (to) drive	Simple Continuous Infinitive: (to) be driving	Perfect Infinitive: (to) have driven	Perfect Continuous Infinitive: (to) have been driving
Passive Voice:	Simple Infinitive: (to) be driven	Simple Continuous Infinitive: (to) be being driven	Perfect Infinitive: (to) have been driven	Perfect Continuous Infinitive: (to) have been being driven

Active Voice:	Present Participle: driving	Past Participle: driven	Perfect Participle: having driven	Simple Gerund: driving	Perfect Gerund: having driven
Passive Voice:	Present Participle: being driven	Past Participle: been driven	Perfect Participle: having been driven	Simple Gerund: being driven	Perfect Gerund: having been driven

Active Voice:	Subjunctive: Present: drive	Subjunctive: Past: drove	Subjunctive: Future: should drive	Plain Imperative: drive!	Intensive Imperative: do (not) drive!
Passive Voice:	Subjunctive: Present: be driven	Subjunctive: Past: were driven	Subjunctive: Future: should be driven	Plain Imperative: be driven!	Intensive Imperative: do (not) get driven!

A C T I V E   V O I C E

			1 Present tense	2 Past tense	1 Future tense	2 Future tense in the Past	1 Present tense	2 Past tense	1 Future tense	2 Future tense in the Past
			S I M P L E				**P E R F E C T**			
1	A	Positive Statement	I drive (I do drive) *	I drove (I did drive) *	I will drive	I would drive	I have driven	I had driven	I will have driven	I would have driven
	B	Negative Statement	I do not drive	I did not drive	I will not drive	I would not drive	I have not driven	I had not driven	I will not have driven	I would not have driven
	A	Positive Question	Do I drive?	Did I drive?	Will I drive?	Would I drive?	Have I driven?	Had I driven?	Will I have driven?	Would I have driven?
	B	Negative Question	Do I not drive?	Did I not drive?	Will I not drive?	Would I not drive?	Have I not driven?	Had I not driven?	Will I not have driven?	Would I not have driven?
			S I M P L E C O N T I N U O U S				**P E R F E C T C O N T I N U O U S**			
2	A	Positive Statement	I am driving	I was driving	I will be driving	I would be driving	I have been driving	I had been driving	I will have been driving	I would have been driving
	B	Negative Statement	I am not driving	I was not driving	I will not be driving	I would not be driving	I have not been driving	I had not been driving	I will not have been driving	I would not have been driving
	A	Positive Question	Am I driving?	Was I driving?	Will I be driving?	Would I be driving?	Have I been driving?	Had I been driving?	Will I have been driving?	Would I have been driving?
	B	Negative Question	Am I not driving?	Was I not driving?	Will I not be driving?	Would I not be driving?	Have I not been driving?	Had I not been driving?	Will I not have been driving?	Would I not have been driving?

P A S S I V E   V O I C E

			1	2	1	2	1	2	1	2
			S I M P L E				**P E R F E C T**			
1	A	Positive Statement	I am driven	I was driven	I will be driven	I would be driven	I have been driven	I had been driven	I will have been driven	I would have been driven
	B	Negative Statement	I am not driven	I was not driven	I will not be driven	I would not be driven	I have not been driven	I had not been driven	I will not have been driven	I would not have been driven
	A	Positive Question	Am I driven?	Was I driven?	Will I be driven?	Would I be driven?	Have I been driven?	Had I been driven?	Will I have been driven?	Would I have been driven?
	B	Negative Question	Am I not driven?	Was I not driven?	Will I not be driven?	Would I not be driven?	Have I not been driven?	Had I not been driven?	Will I not have been driven?	Would I not have been driven?
			S I M P L E C O N T I N U O U S				**P E R F E C T C O N T I N U O U S**			
2	A	Positive Statement	I am being driven	I was being driven	I will be being driven	I would be being driven	I have been being driven	I had been being driven	I will have been being driven	I would have been being driven
	B	Negative Statement	I am not being driven	I was not being driven	I will not be being driven	I would not be being driven	I have not been being driven	I had not been being driven	I will not have been being driven	I would not have been being driven
	A	Positive Question	Am I being driven?	Was I being driven?	Will I be being driven?	Would I be being driven?	Have I been being driven?	Had I been being driven?	Will I have been being driven?	Would I have been being driven?
	B	Negative Question	Am I not being driven?	Was I not being driven?	Will I not be being driven?	Would I not be being driven?	Have I not been being driven?	Had I not been being driven?	Will I not have been being driven?	Would I not have been being driven?

WE SHOW HERE THE MOST COMMON FORMS ONLY, NO EXCEPTIONS OR CONTRACTIONS!

LORD HENFIELD'S VERB TABLE (THE 32 MAJOR CONJUGATION POSSIBILITIES OF AN ENGLISH VERB ARE HERE DEMONSTRATED WITH "TO HAVE" IN THE 1st PERSON SINGULAR)

PRINCIPAL PARTS: have, (thou hast*), has (he hath*), had (thou hadst*, he hadth*), having, had (*ancient forms). **CONTRACTIONS:** I've = I have, he's = he has, she's = she has, he'd = he had, she'd = she had; haven't, hasn,t, hadn't; **PERFORMANCE:** Transitive / Intransitive
DERIVATIVES: Nouns: (the) haves, (the) have-nots. (*poetic forms 2nd and 3rd Pers. Sing.); **HELPER AND MODAL VERBS:** be (am, is, are; was, were), been, being; have had; do, did; will, would; shall, should; can, could; may, might; must; ought (to); get, got; need; dare

Active Voice:	Simple Infinitive: (to) have	Simple Continuous Infinitive: (to) be having	Perfect Infinitive: (to) have had	Perfect Continuous Infinitive: (to) have been having
Passive Voice:	Simple Infinitive: (to) be had	Simple Continuous Infinitive: (to) be being had	Perfect Infinitive: (to) have been had	Perfect Continuous Infinitive: (to) have been being had

Active Voice:	Present Participle: having	Past Participle: had	Perfect Participle: having cleaned	Simple Gerund: having	Perfect Gerund: having had
Passive Voice:	Present Participle: being had	Past Participle: been had	Perfect Participle: having been cleaned	Simple Gerund: being had	Perfect Gerund: having been had

Active Voice:	Subjunctive: Present: have	Subjunctive: Past: had	Subjunctive: Future: should have	Plain Imperative: have!	Intensive Imperative: do (not) have!
Passive Voice:	Subjunctive: Present: be had	Subjunctive: Past: were had	Subjunctive: Future: should be had	Plain Imperative: be had!	Intensive Imperative: do (not) get had!

A C T I V E   V O I C E

			1 Present tense	2 Past tense	1 Future tense	2 Future tense in the Past	1 Present tense	2 Past tense	1 Future tense	2 Future tense in the Past
			SIMPLE				**PERFECT**			
1	A	Positive Statement	I have * / I do have **	I had * / I did have **	I will have / I am going to have *	I would have	I have had	I had had	I will have had	I would have had
	B	Negative Statement	I have not * / I do not have **	I had not * / I did not have **	I will not have / I am not going to have *	I would not have	I have not had	I had not had	I will not have had	I would not have had
	A	Positive Question	Have I? * / Do I have? **	Had I? * / Did I have? **	Will I have? / Am I going to have? *	Would I have?	Have I had?	Had I had?	Will I have had?	Would I have had?
	B	Negative Question	Have I not? * / Do I not have? **	Had I not? * / Did I not have? **	Will I not have? / Am I not going to have? *	Would I not have?	Have I not had?	Had I not had?	Will I not have had?	Would I not have had?
			SIMPLE CONTINUOUS				**PERFECT CONTINUOUS**			
2	A	Positive Statement	I am having	I was (were *) having	I will be having	I would be having	I have been having	I had been having	I will have been having	I would have been having
	B	Negative Statement	I am not having	I was (were *) not having	I will not be having	I would not be having	I have not been having	I had not been having	I will not have been having	I would not have been having
	A	Positive Question	Am I having?	Was (were *) I having?	Will I be having?	Would I be having?	Have I been having?	Had I been having?	Shall I have been having?	Should I have been having?
	B	Negative Question	Am I not having?	Was (were *) I not having?	Will I not be having?	Would I not be having?	Have I not been having?	Had I not been having?	Shall I not have been having?	Should I not have been having?

P A S S I V E   V O I C E

			1	2	1	2	1	2	1	2
			SIMPLE				**PERFECT**			
1	A	Positive Statement	I am had	I was (were *) had	I will be had	I would be had	I have been had	I had been had	I will have been had	I would have been had
	B	Negative Statement	I am not had	I was (were *) not had	I will not be had	I would not be had	I have not been had	I had not been had	I will not have been had	I would not have been had
	A	Positive Question	Am I had?	Was (were *) I had?	Will I be had?	Would I be had?	Have I been had?	Had I been had?	Will I have been had?	Would I have been had?
	B	Negative Question	Am I not had?	Was (were *) I not had?	Will I not be had?	Would I not be had?	Have I not been had?	Had I not been had?	Will I not have been had?	Would I not have been had?
			SIMPLE CONTINUOUS				**PERFECT CONTINUOUS**			
2	A	Positive Statement	I am being had	I was (were *) being had	I will be being had	I would be being had	I have been being had	I had been being had	I will have been being had	I would have been being had
	B	Negative Statement	I am not being had	I was (were *) not being had	I will not be being had	I would not be being had	I have not been being had	I had not been being had	I will not have been being had	I would not have been being had
	A	Positive Question	Am I being had?	Was (were *) I being had?	Will I be being had?	Would I be being had?	Have I been being had?	Had I been being had?	Will I have been being had?	Would I have been being had?
	B	Negative Question	Am I not being had?	Was (were *) I not being had?	Will I not be being had?	Would I not be being had?	Have I not been being had?	Had I not been being had?	Will I not have been being had?	Would I not have been being had?

WE SHOW HERE THE MOST COMMON FORMS ONLY, NO EXCEPTIONS OR CONTRACTIONS!

LORD HENFIELD'S VERB TABLE (MAJOR CONJUGATION POSSIBILITIES OF THE ENGLISH AUXILIARY "TO BE" AND THE MODAL VERBS IN THE 1st PERSON SINGULAR)

PRINCIPAL PARTS: I am, (thou art*, thou beest*), he / she / it is, we / you / they are; I / he / she / it was, (thou wast*, thou wert*), we / you / they were. **DERIVATIVES: Gerund** (Present): being **Gerund** (Perfect): having been; **Other Nouns:** (the) living being, (the) human being.
Usage: With **"to be"** we build the *Passive* and *Continuous* Forms of Full Verbs. This is why "to be" has no own Passive Voice forms! They are not needed. (*poetic forms of the 2nd and 3rd Person Singular).

PROPERTIES:	Active Voice (be)	Infinitive: to be	Perfect Infinitive: to have been	Present Participle: being	Past Participle: been	Imperative: be!	Subjunctive Mood: Present: be	Subjunctive Mood: Past: were	Subjunctive Mood: Future should be

To Be

	Present tense	Past tense	Future tense	Future tense in the Past		Present tense	Past tense	Future tense	Future tense in the Past
	S I M P L E					**P E R F E C T**			
Positive Statement	I am	I was / I were *	I will be / I am going to be *	I would be		I have been	I had been	I will have been	I would have been
Negative Statement	I am not	I was not / I were not *	I will not be / I am not going to be *	I would not be		I have not been	I had not been	I will not have been	I would not have been
Positive Question	Am I?	Was I? / Were I? *	Will I be? / Am I going to be? *	Would I be?		Have I been?	Had I been?	Will I have been?	Would I have been?
Negative Question	Am I not?	Was I not? / Were I not? *	Will I not be? / Am I not going to be? *	Would I not be?		Have I not been?	Had I not been?	Will I not have been?	Would I not have been?
	S I M P L E C O N T I N U O U S					**P E R F E C T C O N T I N U O U S**			
Positive Statement	I am being / I'm being	I was being / I were being *	I will be being / I am going to be being *	I would be being		I have been being	I had been being	I will have been being	I would have been being
Negative Statement	I am not being	I was not being / I were not being *	I will not be being / I am not going to be being *	I would not be being		I have not been being	I had not been being	I will not have been being	I would not have been being
Positive Question	Am I being?	Was I being? / Were I being? *	Will I be being? / Am I going to be being? *	Would I be being?		Have I been being?	Had I been being?	Will I have been being?	Would I have been being?
Negative Question	Am I not being?	Was I not being? / Were I not being? *	Will I not be being? / Am I not going to be being? *	Would I not be being?		Have I not be being?	Had I not been being?	Will I not have been being?	Would I not have been being?

MODAL VERBS

The following Helper Verbs and Modal Verbs are incomplete and have no other forms! General Usage: The Present Tense (*will, shall, can, may, must*) can express intention, and the Past Tense (*would, should, could, might, ought to*) can express possibility, and, therefore, we can use them to paraphrase the Subjunctive Mood. We use *would, should, could, may, might* in polite questions. Need to, have got to, had better, dare to, be about to, used to are Semi-Modal-Verbs, but *be / get used to* is only an Adjective phrase.

	Do	Did	Will	Would	Shall	Should	Can	Could	May	Might
Available Tense	*Present*	*Past*	*Present*	*Past*	*Present*	*Past*	*Present*	*Past*	*Present*	*Past*
Positive Statement	I do	I did	I will	I would	I shall	I should	I can	I could	I may	I might
Negative Statement	I do not	I did not	I will not	I would not	I shall not	I should not	I cannot	I could not	I may not	I might not
Positive Question	Do I?	Did I?	Will I?	Would I?	Shall I?	Should I?	Can I?	Could I?	May I?	Might I?
Negative Question	Do I not?	Did I not?	Will I not?	Would I not?	Shall I not?	Should I not?	Can I not?	Could I not?	May I not?	Might I not?
Substitute	act	Irregular Verbs	shall	should	will	would, ought (to)	be able to, may	be allowed to, can	be allowed to	would, should
Function	is used as an emphasis, can build questions + negations	can paraphrase the Past tense, and build questions + negations	builds the Future in the 2nd and 3rd Person	builds the Future in the Past in the **2nd** and **3rd** Person	builds the *Future* in the **1st** Person	builds the *Future* in the Past in the **1st** Person	asks for permission; can express ability, presumption, guess	polite form of "can" for asking permission; can express ability	asks for permission, can express Present Subjunctive	expresses the Past Subjunctive (possibilities, probabilities)

	Must	Ought (to)	Need (to)	Needed (to)	Have (got) to	Had (better*) (to)	Dare (to)	Be (about) to	Be (get) used to	Used to
Available Tense	*Present*	*Past*	*Present*	*Past*	*Present*	*Past*	*Present + Past*	*Present + Past*	*4 Simple Tenses*	*Present + Past*
Positive Statement	I must	I ought to	I need to	I needed to	I have (got) to	I had better	I dare to	I am to	I am used to	I used to
Negative Statement	I must not	I ought not (to)	I need not to	I needed not to	I have (got) not to	I had better not	I dare not to	I am not to	I am not used to	I used not to / I did not use(d) to
Positive Question	Must I?	Ought I (to)?	Need I to? / Do I need to?	Needed I to? / Did I need to?	Have I (got) to? / Do I have to?	Had I better?	Dare I to? / Do I dare to?	Am I to?	Am I used to?	Used I to? / Did I use(d) to?
Negative Question	Must I not?	Ought I not (to)?	Need I not to? / Do I not need to?	Needed I not to? / Did I not need to?	Have I got not to? / Do I not have (got) to?	Had I not better?	Dare I not to? / Do I not dare to?	Am I not to?	Am I not used to?	Used I not to? / Did I not use(d) to?
Substitute	have to, have got to, be to	should	call for, want, wish, demand, require	call for, want, wish, demand	must, have to	must, should	challenge, risk, defy, adventure	must, should	to be accustomed **to be** or **to do**	had a habit or was existent once
Function	can express supposition, obligation, suspicion, but also expectation: *He must arrive soon, I think.*	expresses duty, obligation, compulsion or prudent expediency or desire: *You ought to come next week.*	expresses obligation and necessity) "need not" or "*do not need*" is the **opposite** of "***must***"!	expresses obligation and necessity) "needed not" or "*did not need*" is the opposite of "*must*"!	expresses obligations or compulsion. *I have (got) to get a new coat.*	* also: "had **best**" or "had **rather**" or "had **better**". Does not add **-s**: *He dare not; Dare she come? He dared not.*	takes an Infinitive with or without "to". Does not add -s: *He dare not; Dare she come? He dared not.*	expresses intention, expectation, obligation. "*about*" expresses an immediate or oncoming action.	**This is an Adjective Phrase! Present:** *I am used to London; I am used to working;* **Fu-**ture: *I get used to do ...*	*Past: He used to smoke cigars once; There used to be; Never/ often/ seldom / always used to be*

WE SHOW HERE THE MOST COMMON FORMS ONLY, NO EXCEPTIONS OR CONTRACTIONS!

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LORD HENFIELD'S VERB TABLE (THE MAJOR 32 CONJUGATION POSSIBILITIES OF AN ENGLISH VERB ARE HERE DEMONSTRATED WITH "TO CLEAN THE WINDOW" IN A FULL SENTENCE)

PRINCIPAL PARTS: clean, cleanes, cleaned, cleaning, cleaned. **DERIVATIVES: Gerund:** cleaning; **Other Nouns:** cleanness, cleanliness, cleaning tool, cleaner; **Adjectives:** cleaning, cleaned, cleanable; **Adverb:** cleanly; **OTHER FORM:** cleanse, cleansing, cleanser, cleansing agent..

A C T I V E   V O I C E

	Present tense	Past tense	Future tense	Future tense in the Past		Present tense	Past tense	Future tense	Future tense in the Past
	S I M P L E					**P E R F E C T**			
Positive Statement	Your mother **cleans** the window.	Your mother **cleaned** the window.	Your mother **will clean** the window.	Your mother **would clean** the window.		Your mother **has cleaned** the window.	Your mother **had cleaned** the window.	Your mother **will have cleaned** the window.	Your mother **would have cleaned** the window.
Negative Statement	*Your mother does not clean the window.*	*Your mother did not clean the window.*	*Your mother will not clean the window.*	*Your mother would not clean the window.*		*Your mother has not cleaned the window.*	*Your mother had not cleaned the window.*	*Your mother will not have cleaned the window.*	*Your mother would not have cleaned the window.*
Positive Question	Does your mother clean the window?	Did your mother clean the window?	Will your mother clean the window?	Would your mother clean the window?		Has your mother cleaned the window?	Had your mother cleaned the window?	Will your mother have cleaned the window?	Would your mother have cleaned the window?
Negative Question	*Does your mother not clean the window?*	*Did your mother not clean the window?*	*Will your mother not clean the window?*	*Would your mother not clean the window?*		*Has your mother not cleaned the window?*	*Had your mother not cleaned the window?*	*Will your mother not have cleaned the window?*	*Would your mother not have cleaned the window?*
	S I M P L E C O N T I N U O U S					**P E R F E C T C O N T I N U O U S**			
Positive Statement	Your mother **is cleaning** the window.	Your mother **was cleaning** the window.	Your mother **will be cleaning** the window.	Your mother **would be cleaning** the window.		Your mother **has been cleaning** the window.	Your mother **had been cleaning** the window.	Your mother **will have been cleaning** the window.	Your mother **would have been cleaning** the window.
Negative Statement	*Your mother is not cleaning the window.*	*Your mother was not cleaning the window.*	*Your mother will not be cleaning the window.*	*Your mother would not be cleaning the window.*		*Your mother has not been cleaning the window.*	*Your mother had not been cleaning the window.*	*Your mother will not have been cleaning the window.*	*Your mother would not have been cleaning the window.*
Positive Question	Is your mother cleaning the window?	Was your mother cleaning the window?	Will your mother be cleaning the window?	Would your mother be cleaning the window?		Has your mother been cleaning the window?	Had your mother been cleaning the window?	Will your mother have been cleaning the window?	Would your mother have been cleaning the window?
Negative Question	*Is your mother not cleaning the window?*	*Was your mother not cleaning the window?*	*Will your mother not be cleaning the window?*	*Would your mother not be cleaning the window?*		*Has your mother not been cleaning the window?*	*Had your mother not been cleaning the window?*	*Will your mother not have been cleaning the window?*	*Would your mother not have been cleaning the window?*

P A S S I V E   V O I C E

	Present tense	Past tense	Future tense	Future tense in the Past		Present tense	Past tense	Future tense	Future tense in the Past
	S I M P L E					**P E R F E C T**			
Positive Statement	The window **is cleaned** (by your mother).	The window **was cleaned** (by your mother).	The window **will be cleaned** (by your mother).	The window **would be cleaned** (by your mother).		The window **has been cleaned** (by your mother).	The window **had been cleaned** (by your mother).	The window **will have been cleaned** (by your mother).	The window **would have been cleaned** (by your mother).
Negative Statement	*The window is not cleaned (by your mother).*	*The window was not cleaned (by your mother).*	*The window will not be cleaned (by your mother).*	*The window would not be cleaned (by your mother).*		*The window has not been cleaned (by your mother).*	*The window had not been cleaned (by your mother).*	*The window will not have been cleaned (by your mother).*	*The window would not have been cleaned (by your mother).*
Positive Question	Is the window cleaned (by your mother)?	Was the window cleaned (by your mother)?	Will the window be cleaned (by your mother)?	Would the window be cleaned (by your mother)?		Has the window been cleaned (by your mother)?	Had the window been cleaned (by your mother)?	Will the window have been cleaned (by your mother)?	Would the window have been cleaned (by your mother)?
Negative Question	*Is the window not cleaned (by your mother)?*	*Was the window not cleaned (by your mother)?*	*Will the window not be cleaned (by your mother)?*	*Would the window not be cleaned (by your mother)?*		*Has the window not been cleaned (by your mother)?*	*Had the window not been cleaned (by your mother)?*	*Will the window not have been cleaned (by your mother)?*	*Would the window not have been cleaned (by your mother)?*
	S I M P L E C O N T I N U O U S					**P E R F E C T C O N T I N U O U S**			
Positive Statement	The window **is being cleaned** (by your mother).	The window **was being cleaned** (by your mother).	The window **will be being cleaned** (by your mother).	The window **would be being cleaned** (by your mother).		The window **has been being cleaned** (by your mother).	The window **had been being cleaned** (by your mother).	The window **will have been being cleaned** (by your mother).	The window **would have been being cleaned** (by your mother).
Negative Statement	*The window is not being cleaned (by your mother).*	*The window was not being cleaned (by your mother).*	*The window will not be being cleaned (by your mother).*	*The window would not be being cleaned (by your mother).*		*The window has not been being cleaned (by your mother).*	*The window had not been being cleaned (by your mother).*	*The window will not have been being cleaned (by your mother).*	*The window would not have been being cleaned (by your mother).*
Positive Question	Is the window being cleaned (by your mother)?	Was the window being cleaned (by your mother)?	Will the window be being cleaned (by your mother)?	Would the window be being cleaned (by your mother)?		Has the window been being cleaned (by your mother)?	Had the window been being cleaned (by your mother)?	Will the window have been being cleaned (by your mother)?	Would the window have been being cleaned (by your mother)?
Negative Question	*Is the window not being cleaned (by your mother)?*	*Was the window not being cleaned (by your mother)?*	*Will the window not be being cleaned (by your mother)?*	*Would the window not be being cleaned (by your mother)?*		*Has the window not been being cleaned (by your mother)?*	*Had the window not been being cleaned (by your mother)?*	*Will the window not have been being cleaned (by your mother)?*	*Would the window not have been being cleaned (by your mother)?*

Please let the students do some homework. Each student should make at least 3 tables. Choose the following words and sentences: convince, love, turn (which are regular Verbs ending on -ed) and put.

In a **second lesson** you can let the students practise the "Negative Form" (I do not drive), the "Question Form" (Do I drive?) and the "Negative Question Form" (Do I not drive?) by drawing the same type of table on the board. And in a **third lesson** you can let them change the Personal Pronoun *"I"* with any other or with names: *"He drives, we drive, Paul is driving"*

In a **fourth lesson** you can let them practise a "***topic-orientated verb table***". Take the topic *"my mother ….clean window"*. So for the Present tense you will have *"My mother cleans the window"*, *"My mother is cleaning the window"*. Please notice that in Passive the sentence must change to *"The window is cleaned by my mother"*, *"The window is being cleaned by my mother".* With this kind of sentence you make sure that each student can make not only the correct form but really understands the difference between "Active Voice" and "Passive Voice". The Passive Voice is extremely useful as you can leave the subject *"by my mother"* out. In fact, we English speakers use this kind of sentence very often, particularly when we do not want to mention "who cleaned the window".

Tip: No exercise is more important than practising our verb tables regularly. Choose other Verbs and sentences. Practise questions and negatives. This kind of exercise will save any learner from wasting time and having troubles in future!

The English Verb in Diagrams

Students and teachers alike are equally horrified when facing the English tense system. They are overwhelmed by all the different Verb constructions. Therefore I am going to start by comparing pairs. Everything I have said in the previous chapters can be shown in a very simple and easy way with diagrams. Diagrams are easier to understand when it comes to the interpretation of a Verb tense.

Even when in the Chinese languages the Verb never changes its form, everybody does understand the time concept Past and Future. These two times oppose one another like mirror images:

*I, he, we, you, they … **went** or **did go***

*I, he, we, you, they … **will go***
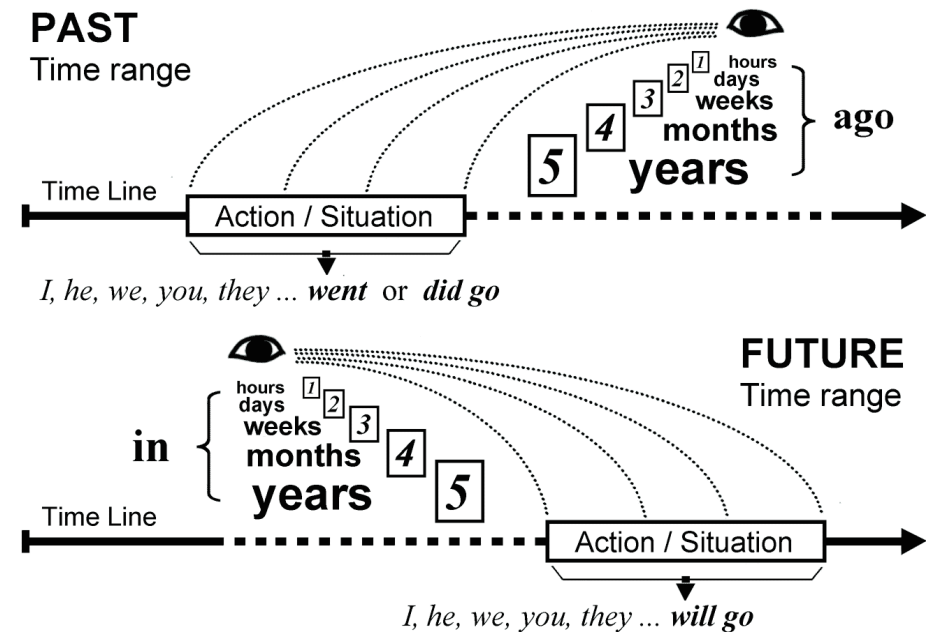
LORD HENFIELD'S GENERAL INTERPRETATION DIAGRAMS (The 4 Aspects, each shown with the 4 tenses in the Active Voice: Past, Present, Future, Future in the Past.)

With the SIMPLE ASPECT we express
a simple fact, a plain statement or just a permanent state
which is natural and cannot be changed easily.

SIMPLE
Aspect

Time Line   Action / Situation

View on an entire action or situation
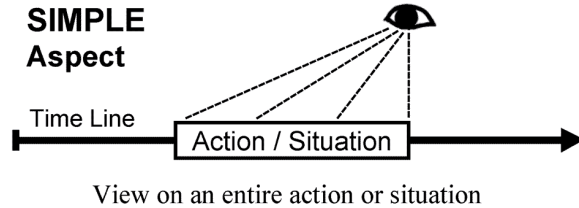
The Simple Aspect can be expressed in these 4 tense forms:

2. Past: He **went down** the stairs two minutes ago.
1. **Present:**   He often **goes down** those stairs.
1. Future: He **will** surely **fall down** the stairs next time.
2. Future in the Past: He **would go down** those stairs **if** the door **was** not locked.

With the PERFECT ASPECT we express
an action that only has begun in the past but lasted up to a
mentioned time. This action or event is still true at that time.

PERFECT
Aspect

Time Line   Action / Situation

View on the final point of an action or situation
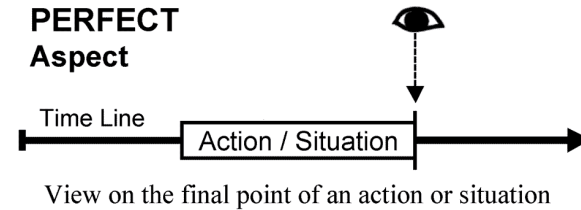
And that time can be expressed in 4 ways too:

2. Past: He **had gone down** the stairs **before** we **came** home.
1. **Present:**   He **has** never **gone down** those stairs (up to now).
1. Future: He **will have gone down** the stairs **by** the time the lift **arrives**.
2. Future in the Past: He **would** not **have gone down** the stairs **if** the lift **was working**.

With the SIMPLE CONTINUOUS ASPECT
we express an ongoing action
or a progressing event at any point in time.

SIMPLE   **CONTINUOUS**
                              Aspect

Action or Event in Progress

View on a continuing action without having its end in mind
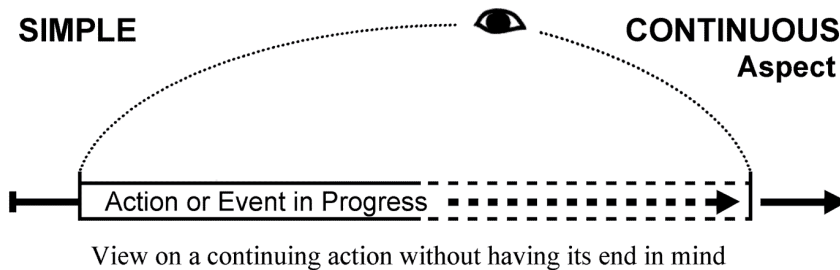
These points in time are expressed in 4 forms again:

2. Past: He **was going down** the stairs **when** he **fell**.
1. **Present:**   He **is going down** the stairs right now.
1. Future: He **will be coming down** the stairs in a minute.
2. Future in the Past: He **would be going up** the stairs on foot **if** we **had** not the new lift.

With the PERFECT CONTINUOUS ASPECT
we express an ongoing action or event
up to (or until) a certain point in time.

PERFECT   **CONTINUOUS**
                              Aspect

Action or Event in Progress

View on a continuing action up to the point when something else happens
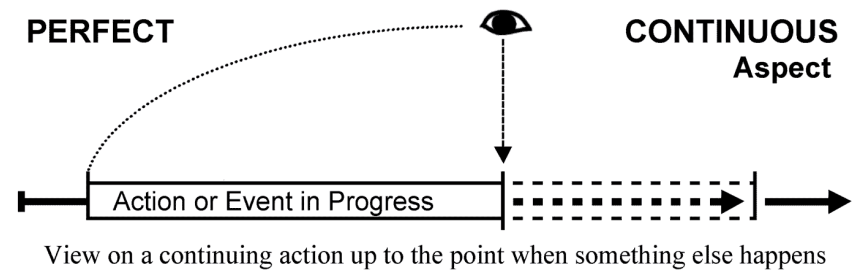
And this Aspect is also expressed in our 4 ways:

2. Past: He **had been cleaning** the stairs **until** we **came** home.
1. **Present:**   He **has been cleaning** the stairs for ages (up to now).
1. Future: He **will have been going up** the stairs for six weeks **by** the time the lift **is built.**
2. Future in the Past: He **would have been going down** the broken stairs **if** we **had not warned** him.

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As we can see above, **the Verb tense in English is always a mix of 4 Aspects and 4 Times. It is never just one or the other**! We need to see these examples to understand the difference between Simple Aspect and Perfect Aspect. There is one important fact many students and teachers are not aware of: In **English**, there are principally only **two real tenses** in existence, namely the *Present Tense* and the *Past Tense* (the former *Present*). All other **tenses are only constructed variations** of the very same theme: The *Future Tense* is in reality a *Present Tense* expression, because we get conscious of our wishes, hopes and expectations right now. The *Conditional* on the other hand corresponds to the *Past*, because an event that could, would or should happen, but probably never might happen, is already done in our mind at the moment we think about it. That is why we call the C*onditional* also *Future in the Past* or *Past of the Future*. It is very important to bear this knowledge of **Present forms** and **Past forms** in mind because the rules of the **Verb tense agreement** are based on it.

THE 2 INFINITIVES

A fact that might surprise you is that we have **two main Infinitives** in English, not only one! When we look up for a Verb in a dictionary, we will find its base form, also called "the Infinitive". This base form can be used as *Simple Present Tense* without change. In other words: The **First Infinitive** and the **Present Tense** are the same, because the old endings of the *Present Tense* vanished a couple of centuries ago. (one exception is the Verb *to be* because it has more forms than other Verbs; and another exception is the s-ending of Verbs in the *3rd Person Singular, which* is the last surviving personal ending. So, the Verbs for he / she / it look like this: *She speaks. She has spoken*).

The two *Infinitives* reflect in English two points of view or **Aspects**. I shall demonstrate this with examples of the Verb *to go*: The **First Infinitive** *"go"* stands for the **Simple Present tense** with which we only talk about plain facts. The **Second Infinitive** "have gone" stands for the **Perfect Present tense**, which represents a special Aspect or viewpoint with which we focus on the end or conclusion of an action, event or situation. Let us take a look at the difference between Simple Aspect and Perfect Aspect by watching another diagram pair.

Simple Present
(view on the entire action or situation)

Time Line

Action / Situation

I, you, we, they .... **go**

Perfect Present
(view on the result or effect of an action or situation)

Time Line

Action / Situation

I, you, we, they .... **have gone**
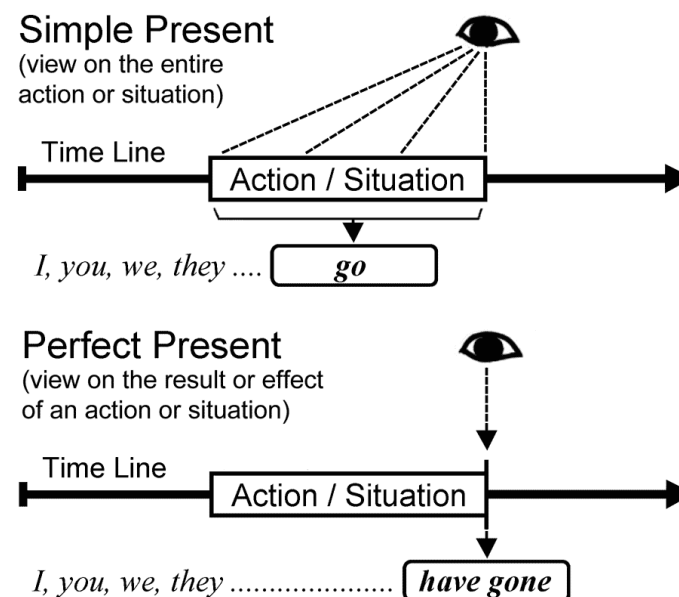
So we can say: *"I may go – I may have gone"*, *"I shall go – I shall have gone"* and so on. (**Please notice that we cannot use either the Simple Past Tense "went" or the Perfect Past Tense "had gone" for building Modal Verb constructions!**)

The 1st Infinitive

I ... $\boxed{go}$. (Simple Present)

I will $\boxed{go}$. (Simple Future)

I would $\boxed{go}$. (Simple Future Past or Simple Conditional)

The 2nd Infinitive

I ... $\boxed{\textit{have gone}}$. (Perfect Present)

I will $\boxed{\textit{have gone}}$. (Perfect Future)

I would $\boxed{\textit{have gone}}$. (Perfect Future Past or Perfect Conditional)

By using the two Infinitives we automatically build two of the "traditional" tenses **Simple Present tense** and **Perfect Present tense**. We use Simple *Tense* forms to talk about facts or an entire action *"We work"* (= *1st Infinitive*). We use Perfect Tense forms to describe the end of that action *"We have worked"* (= *2nd Infinitive*).

What I show you now may surprise you again: We can put before each of those two *Infinitives* any true *Modal Verb,* and by doing this we can build all tenses, modes (or moods), intentions, objections, obligations and actions we want in a formally correct way. Look:

will
shall
can
may
must
would
should
could
might
ought to

The 1st Infinitive with Modal Verbs

$\boxed{go}$

will
shall
can
may
must
would
should
could
might
ought to

The 2nd Infinitive with Modal Verbs

$\boxed{\textit{have gone}}$
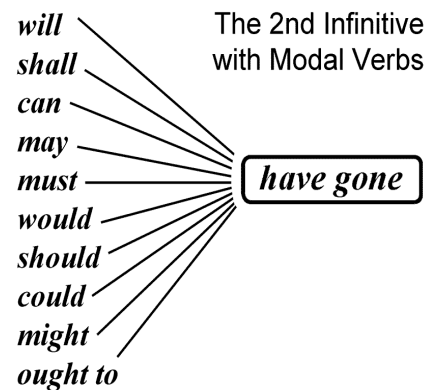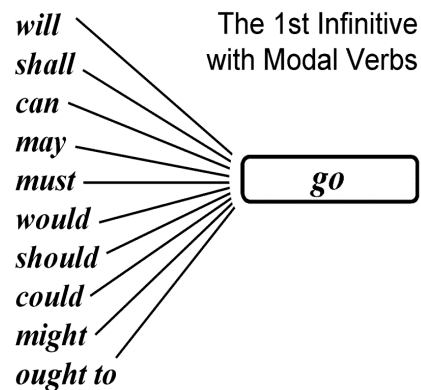
The above described technique goes much further: As long as we take any *Modal Verb* from the *Present Tense* group - that is besides **will** also **shall**, **can**, **may**, **must** - and combine it with the *1st Infinitive*, then we will have made a correct statement in the **Future Tense**! When we use the *2nd Infinitive* instead, we will have made a statement that describes the already now expected end of a future action: *This time tomorrow, George **will have** arrived.*

When we take any *Modal Verb* from the *Past Tense Group* - that is besides **would** also **should**, **could**, **might, ought to** - and combine it with the *1st* or *2nd Infinitive*, then we will have made a correct statement in the **Future in the Past**, the **Conditional**:

He will
He shall
He can
He may
He must

$\boxed{go}$.

$\boxed{\textit{have gone}}$.

Present Tense Group
- *Future* -
These combinations are in use for all actions in the 'Future' or the assumed end of actions respectively.

He would
He should
He could
He might
He ought to

$\boxed{go}$.

$\boxed{\textit{have gone}}$.

Past Tense Group
- *Conditional* -
These combinations are in use for actions connected to certain 'Conditions' or the conclusion of those actions respectively; also work as 'Past' of the group above.

In the next diagram we can see the previous two diagrams together. - **even the *Past ones!*** - connected to the 2 *Infinitives*, including the

correct position of the negation word "not":

PRESENT TENSE INFINITIVES	
will (not) shall (not) can (not) may (not) must (not)	**drive** / **have driven** can be preceded by any Modal Verb
would (not) should (not) could (not) might (not) ought (not) to	PAST TENSE VERBS **drove** / **had driven** cannot be preceded by Modal Verbs
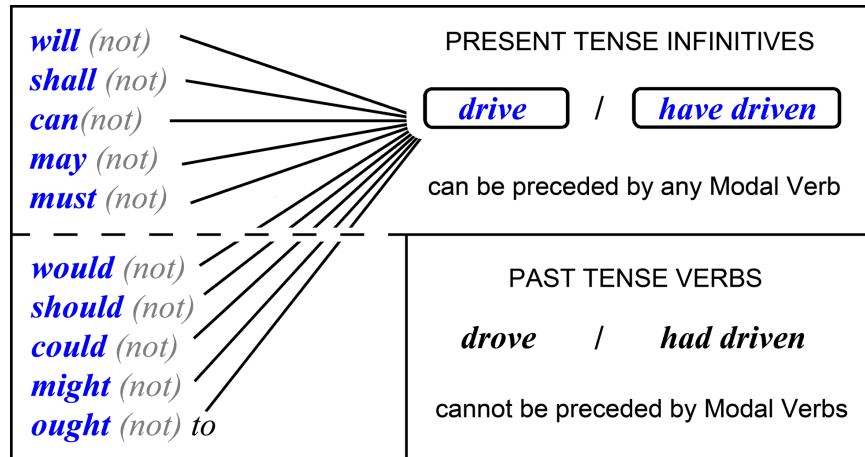
Notice that "**ought to**" behaves in its own way! Here we also can use these Modal Verb: *dare (to), need (to), used to.*

SIMPLE PAST AND THE PERFECT PAST FORMS

As we can see in the lower right quarter of that diagram, the *Simple Past* and the *Perfect Past* are the only *Tenses* that we do not build with the help of our 2 *Infinitives*. Consequently, they cannot be preceded by any Modal Verb. Basically, these two *Tenses* reflect the same *Aspects* which are represented by the **Simple Present tense** *(for plain facts)* and the **Perfect Present tense** *(for the conclusion of events)*. This time, however, the entire action or situation dates back one hour, one day, one week, and so on. The entire action or situation comes to a conclusion or end in the Past. Only the genuine *Past Tense* can be represented by Verb forms such as: *had, went, was, did, got, came* (or did have, did go, etc.):

In clauses, we use the **Perfect Past** tense and **Perfect Continuous Past** tenses frequently **together** with the **Simple Past** tense *because they* describe an action or situation **before** another action in the Past - even when we did not mention this "other action"! Look:

Simple Past tense
(View on the entire event or action that ended)

Time Line

Action / Situation

$\boxed{1}$ hours
$\boxed{2}$ days
$\boxed{3}$ weeks
$\boxed{4}$ months
$\boxed{5}$ years } ago

*I, he, we, you, they ... **went** or **did go***

Perfect Past tense
(View on the end of an action before a second action began)

Time Line

1st Action | 2nd Action *(went)*

*I. you, he, we, they ... **had gone out** before we went to bed*

Perfect Continuous Past tense
(View on an ongoing action before a second action began)

Time Line

1st Action | 2nd Action *(went)*

*I. you, he, we, they ... **had been shopping** until we went home*

THE CONTUOUS ASPECT

Stricly speaking, the **Continuous** *(*or **Progressive***) Tense* is not a "Tense" but an "Aspect" (with 4 times) which expresses continuing action, something "going on" or "being in progress" at a certain point of time. There are 2 Contiuous Aspects: The Simple Continuous Aspect and the Perfect Continuous Aspect as shown in the 4 General Interpretation Diagrams above.

Simple Continuous — Present tense

View on a continuing action without having its start or end in mind

Action or Event in Progress

I am, he / she/ it is, we, you, they are ... **going**

Perfect Continuous — Present tense

View on a continuing action up to the point when something else happens

Action or Event in Progress

I, we, you, they have, he / she / it has ... **been going**
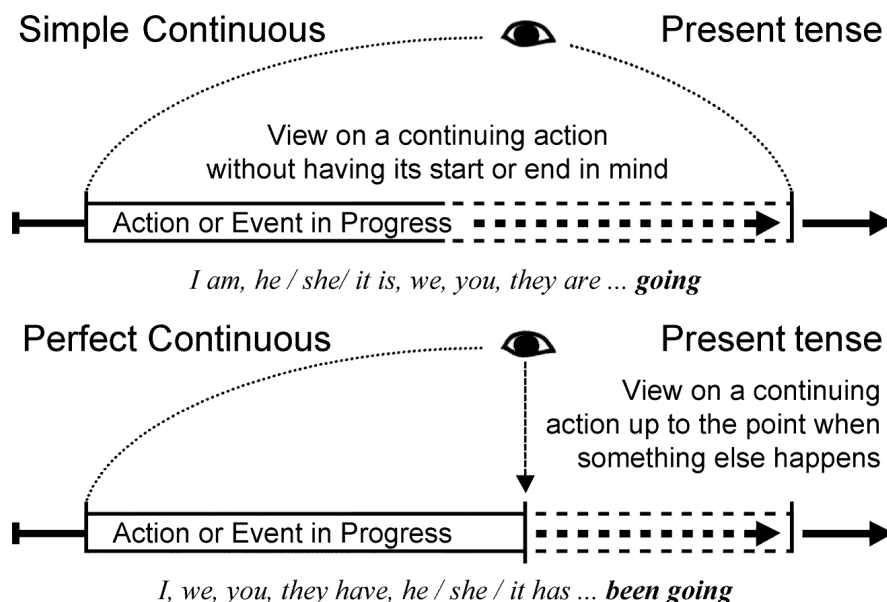
The *Continuous Aspects* are formed with the *Helping Verb* **"to be"**. In the *Present Tense* we say *"I am, he is, she is, it is, we are, you are, they are"* plus the *Present Participle* of the Verb (with an *"-ing"*-ending): *He is work**ing** through the holiday break*. In the *Past Tense* we say *"I was, he was, she was, it was, we were, you were, they were"* plus the *Present Participle* of the Verb.

Some clues about the usage: The *Simple Continuous Present tense* can – just like the *Simple Present tense* – suggest that an action is going to happen in the future, especially with Verbs that convey the idea of a plan or of movement from one place or condition to another: *The team is arriving in two hours. He is moving to Portsmouth this summer.* Because the *Simple Continuous Present tense* can suggest either the Present **or** the Future, it is often exactly defined by Adverbs or other words of time.

Occasionally, the *Indicative Forms* and the *Continuous Forms* (Gerunds) seem to have more or less the same meaning, but have a look what the real meaning is (in brackets): *Will you be visiting him tomorrow?* (= I just wonder) *Will you visit him tomorrow?* (= a request or an inquiry about his intentions). If you want to inquire about a person's actions in the future, avoid the Simple Future, as it will make it sound like a request. The infinitive with *"to"* and the *"-ing"*-form are often considered identical and therefore exchangeable, or can you see a difference between *"I have stopped smoking my pipe"* and *"I have stopped to smoke my pipe"*? Did you not stop smoking in both cases? Not at all, because the second sentence means precisely the contrary. The *Infinitive "to"* expresses - just like the *Preposition "to"* - a direction, a forward movement meaning *"in order to"*. We can express the second sentence more clearly: *"I have stopped (doing something) in order to smoke my pipe"*. The difference between the two sentences is that you gave in the second one a reason why you have stopped: simply because you want to smoke your pipe now. In the first sentence you gave up a habit. Besides "stop", the word "start" behave in the same way. See Infinitives and Gerunds.

Avoid the Simple Future if you want to make it clear that the Subject will not be doing something in the future, not because he does not want to, but due to circumstances. Compare *He **won't come** to my party* (= he refuses to come) with *He **won't be coming** to my party.* (= he cannot come because he has another engagement). You clearly see: Using the Continuous Form makes your speech friendlier!

Compare another example: *I am sorry, I should love to have a game of chess with you, but I **am taking** Mary out for dinner tonight.* (this is an acceptable excuse) *I am sorry, I should love to have a game of chess with you, but I **am going to take** Mary out for dinner tonight.* (this would make it sound as if you prefer Mary's company to your friend's. At this moment, your friendship might just have ended!)

If you want to use a future activity as an excuse, avoid *to be going to*, as that would make it sound like a personal preference at the moment. Use the *Present Continuous* instead, to make it clear that it is something you had already arranged, that you are engaged elsewhere. This would be always accepted. I hope, you have found some valuable clues here and that you make a lot of English-speaking friends.

Exercise for learners: Surely, you will find a verb table with *"Irregular Verbs"* in an English-schoolbook. It has always the same order: ***Infinitive** (to go),* ***Past** (went),* ***Past Participle** (gone).* Let the students arrange those forms in a new order on a sheet of paper so that they have a ready-to-use list in hand! It is an effective exercise which you can clearly see in the next list. On the left-hand side we see the traditional forms, on the right-hand side the new arrangement:

TRADITIONAL VERB LIST			FUNCTIONAL VERB LIST		
Infinitiv	*Past*	*Past Participle*		*Simple Form*	*Perfect Form*
go	went	gone	Present	go	have gone
			Past	went	had gone
fly	flew	flown	Present	drive	have driven
			Past	drove	had driven
give	gave	given	Present	fly	have flown
			Past	flew	had flown
see	saw	seen	Present	give	have given
			Past	gave	had given
write	wrote	written	Present	see	have seen
			Past	saw	had seen
move	moved	moved	Present	move	have moved
			Past	moved	had moved
stop	stopped	stopped	Present	stop	have stopped
			Past	stopped	had stopped
turn	turned	turned	Present	turn	have turned
			Past	turned	had turned

As you might have noticed, the last three Verb examples are *Regular Verbs* which end always in *-ed*.

PASSIVE VOICE

Up to now we only paid attention to the *"Active Forms"* of the Verb, but there is also a *"Passive Form"*. What is the difference between *Active* and *Passive*? In simple words the answer is: *Active* means that we are the acting part: *I beat. Passive* means that something happens to us: *I am beaten.* The *Passive Voice* is built exactly as the Continuous tenses but instead the *Present Participle* we use the *Past Participle.*

As you can see in the Verb diagram down below (which is, by the way, the World's most condensed table on all possible Verb tense constructions), the *Passive* is basically made with the Verb *"to be"* instead of *"to have". He has called* (active) - *He is called* (passive), *We have asked* (active) - *We were asked* (passive), *I have finished* (active) - *I am finished* (passive, which means here: *I am tired*). With *"to have"* we can extent some *Passive Forms.*

CATEGORY:	SIMPLE AND PERFECT TENSES: **ACTIVE,**		ACTIVE CONTINUOUS; PASSIVE, PASSIVE CONTINUOUS
SINGULAR: **Simple Present:** PLURAL:	I —— *beat* *you* —— *beat* *he, she, it* — *beats* *we* *you* —— *beat* *they*	*or* I —— *do* *you* —— *do* *he, she, it* — *does* *we* *you* —— *do* *they* *beat*	I —— *am* *you* —— *are* *he, she, it* —— *is* *we* *you* —— *are* *they*
SINGULAR: **Simple Past:** PLURAL:	I —— *beat* *you* —— *beat* *he, she, it* — *beat* *we* *you* —— *beat* *they*	*or* I —— *did* *you* —— *did* *he, she, it* — *did* *we* *you* —— *did* *they* *beat*	I —— *was* *you* —— *were* *he, she, it* —— *was* *we* *you* —— *were* *they*
Simple Future:	*will, shall, can, may, must* *beat*		*will, shall, may, etc.* *be*
Simple Conditional:	*would, should, could, might, ought to*		*would, should, might, etc.* *be*
Perfect Present:	*have*		*have been*
Perfect Past:	*had* *beaten*		*had been*
Perfect Future:	*will, shall, can, may, must* *have*		*will, shall, may, etc.* *have been*
Perfect Conditional:	*would, should, could, might, ought to* *have*		*would, should, might, etc.* *have been*

beating   *beaten*   *being*   *beaten*

Just like the *Active Forms*, the *Passive Forms* can take *Modal Verbs* in quite the same way as described for the Active. You will not be surprised to hear that the Simple Passive has also a *Continuous form*. It is easy to build it. Just put the word *"being"* in front of the Past Participle ("being beaten"). The Passive Voice has - exactly like the Active Voice - 4 Aspects and 4 times, that makes 16 tenses as well.

Politicians, business people and news readers use the Passive Form in particular when they want to conceal who the acting and responsible part is. Here an example in the Active Voive: "**She** (or: my mother, he, they, Alice etc.) cleaned the windows". When we do not want to say who it did, we say in the Passive Voice: "The windows were cleaned". By using the Passive Forms we have the freedom to hide the origin of the action like in "The windows were cleaned" or to display it like in: "The windows were cleaned **by my mother**".

ANALYTICAL FORM OF THE SIMPLE PAST

You can see that the **Simple Present** and the **Simple Past** have 2 alternative forms. One direct form "I beat" and one indirect form "I do beat" with an intensive meaning. The Verb "to beat" is a good example why we use "did" for expressing the Past.

The Past of "to beat" – for example – is the same as the Present Tense form. In order to express the Past tense we must use "did" here. There is no other way. This form also expresses emphasis on the statement in a sentence and serves also as the basis for negative sentences and question sentences: *"I beat"* (Present), *"I beat"* (Past), *"I do beat"* (Present intensive), *"I did beat"* (paraphrased Past).

VERB AND INFINITIVE OR GERUND COMBINATIONS

Besides the 10 Modal Verbs, there are a couple of other Verbs that can serve as Modal Verb substitutes. Here we can see 12 common examples. Usually they connect only to the First Infinitive:
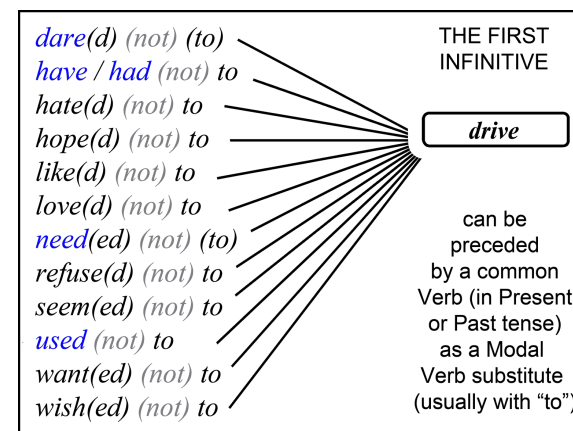
Note: "**dare, need, used to**" behave in their own way. "Two true Modal Verbs cannot directly follow one another".And therefore we use substitutes like this (Even **do, does, did** can appear as emphasis).
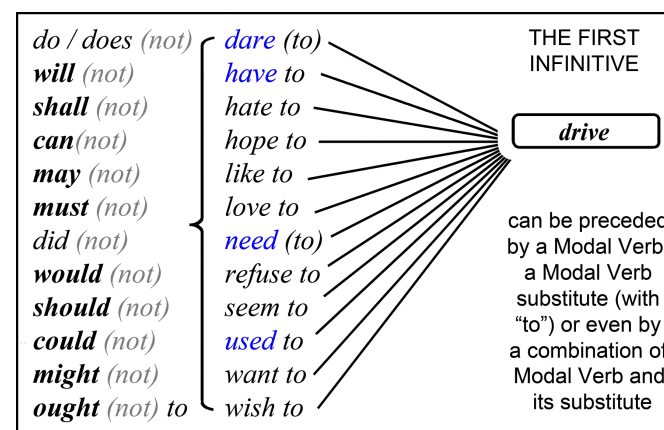
All Modal Verbs and their substitutes, either separately or combined, can be followed by "**be**" and **Continuous** or **Passive Voice** Verbs. Compare these 4 forms

dare (not) (to)	Active Voice, Simple Present Tense / Active Voice, Simple Continuous Present Tense
have (not) to	
hate *(not) to*	**drive** / **be driving**
hope *(not) to*	
like *(not) to*	**be driven** / **be being driven**
love *(not) to*	
need (not) (to)	Passive Voice, Simple Present Tense / Passive Voice, Simple Continuous Present Tense
refuse *(not) to*	
seem *(not) to*	can be preceded by any Modal Verb, a Modal Verb substitute or their combinations
used (not) to	
want *(not) to*	"BE" WITH MODAL VERBS
wish *(not) to*	AND MODAL VERB COMBINATIONS

As "Two true Modal Verbs cannot directly follow one another", native English speakers even can make combinations of 4 or 5 Verbs in a row in order to express a certain mode or intention. (Here again, **do, does, did** can appear as an emphasis mode):

do / does (not)	*dare (to)*	Active Voice, Simple Present Tense / Active Voice, Simple Continuous Present Tense
will *(not)*	*have to*	
shall *(not)*	hate to	**drive** / **be driving**
can*(not)*	hope to	
may *(not)*	like to	**be driven** / **be being driven**
must *(not)*	love to	
did *(not)*	*need (to)*	Passive Voice, Simple Present Tense / Passive Voice, Simple Continuous Present Tense
would *(not)*	refuse to	
should *(not)*	seem to	can be preceded by any Modal Verb, a Modal Verb substitute or their combinations
could *(not)*	*used to*	
might *(not)*	want to	"BE" WITH MODAL VERBS
ought *(not) to*	wish to	AND MODAL VERB COMBINATIONS

We use the following combinations of "**to be**" and an **Adjective** or **Participle** as Adjective. We use them in **Simple Future** and **Simple Future in the Past** tense expressions (*I am / was going to drive; I am / was able to drive; I am / was bound to drive*, etc.):

be (not) (about) to	THE FIRST INFINITIVE
be (not) going to	
be (not) able to	**drive**
be (not) allowed to	
be (not) anxious to	can be preceded by a conjugated form of "to be" and an Adjective (or a Participle as Adjective) as a Modal Verb substitute with "to"
be (not) bound to	
be (not) expected to	
be (not) glad to	
be (not) happy to	
be (not) hesitant to	
be (not) ready to	
be (not) supposed to	
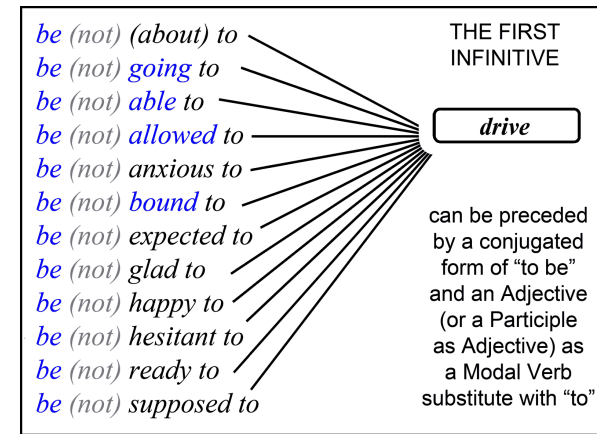
Just as seen previously, the very same combinations can even be preceded by true Modal Verbs like this (*I will / would be able to drive; I will / would be allowed to drive; I shall / should be happy to drive*, etc.):

will *(not)*	*be (about) to*	THE FIRST INFINITIVE
shall *(not)*	*be going to*	
can*(not)*	*be able to*	**drive**
may *(not)*	*be allowed to*	
must *(not)*	*be anxious to*	can be preceded by a Modal Verb, or "to be" and an Adjective (or a Participle as Adjective) as a Modal Verb substitute (with "to"), or their combinations
	be bound to	
would *(not)*	*be expected to*	
should *(not)*	*be glad to*	
could *(not)*	*be happy to*	
might *(not)*	*be hesitant to*	
ought *(not) to*	*be ready to*	
	be supposed to	

We use a Modal Verb substitute together with a Gerund. **Attention:** The position of "not" here is considered old-fashioned (but is used in poetry) and only regularly in use with **_dare_** and some other Verbs:

```
allow (not)  ─┐
avoid (not)   │         A GERUND
begin (not)   │
deny (not)    │      ┌──────────┐
enjoy (not)   ├──────│ driving  │
dislike (not) │      └──────────┘
hate (not)    │       can directly be
keep (not)    │       preceded by a
like (not)    │       common Verb
mind (not)    │       (that demands
need (not)    │       to be followed
stop (not)   ─┘       by a Gerund) as
                      a Modal Verb
                      substitute
```
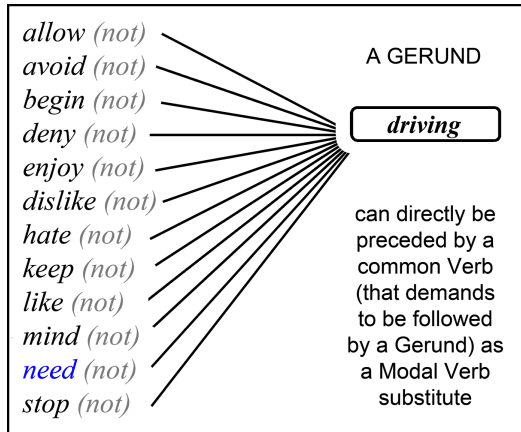
Therefore the very same combinations can even be preceded by true Modal Verbs (or by **_do, does, did_**) like in the following graph. This more common form of negation with "not" and the other Modal Verbs gives us the choice how and in what degree we would like to negate:

```
do / does (not) ⌐ allow
will (not)        avoid
shall (not)       begin             A GERUND
can (not)         deny
may (not)         enjoy          ┌──────────┐
must (not)        dislike  ──────│ driving  │
did (not)         hate           └──────────┘
would (not)       keep            can directly be
should (not)      like            preceded by a
could (not)       mind            Modal Verb
might (not)       need            substitute, or by
ought (not) to  ⌐ stop            a combination of
                                  a true Modal Verb
                                  and a Modal Verb
                                  substitute
```
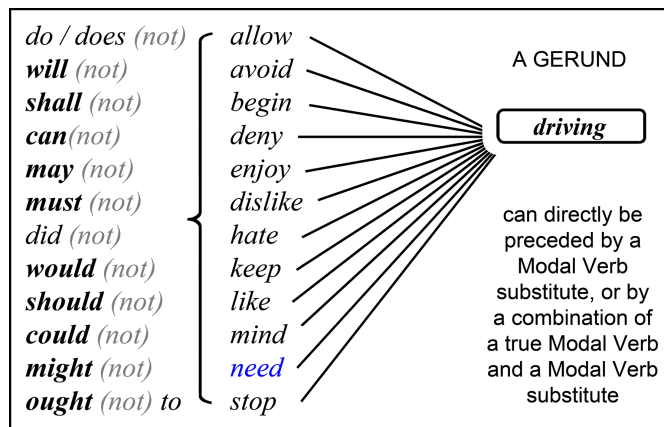
SUMMARY ON THE DIAGRAMS

In this chapter, I have shown different ways to explain how the English Verb works. It is up to you, which of those ways you choose to teach. Fact is that the interest of any student is best served when they see all tenses in an entire overview.

Here are some of the most important facts in short:
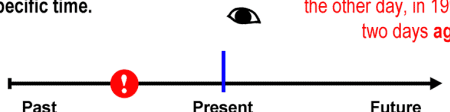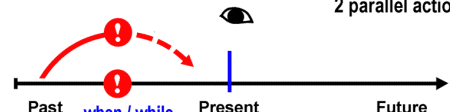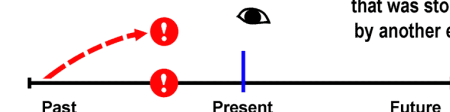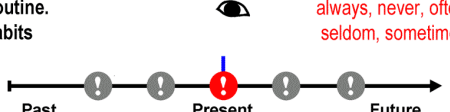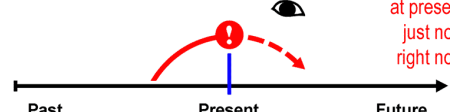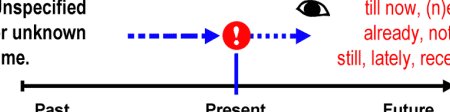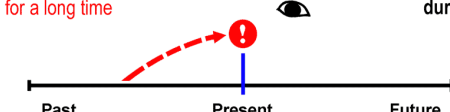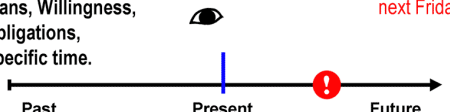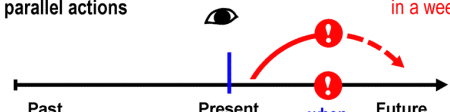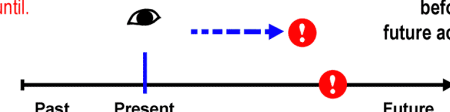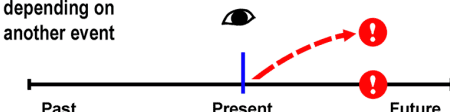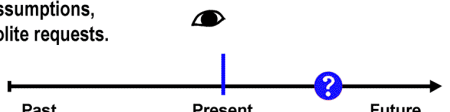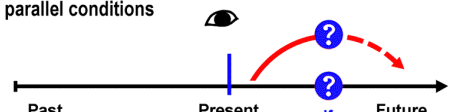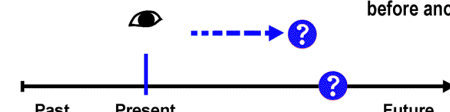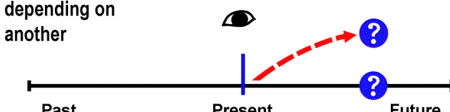
1. The English Verb basically has 2 Tenses: **Present** and **Past**.
2. It has 4 Aspects: **Simple, Perfect** and their **Continuous** versions.
3. It has 4 times: **Past**, **Present**, **Future**, **Future in the Past**.
4. It has 2 Voices: **Active** Voice and **Passive** Voice.
5. It has 2 Participles: **Present** and **Past**.
6. It has 8 Infinitives: **Simple, Perfect; Active, Passive**; and **4 in Continuous**.
7. It has 4 Gerunds: **Simple, Perfect**, 2 for **Active**, 2 for **Passive**.
8. It has 2 kinds of Helper Verbs: **Auxiliary / Helper** Verbs and **Modal** Verbs.
9. It can express 2 main Moods: **Indicative** and **Subjunctive**.
10. It can be either **transitive** or **intransitive** or **both**.

With all these components we can built **32 Verb Tense forms**.

All these **32 forms** have to be learnt as early as possible quite simply because they are the must powerful tool any English-user can have!

The following table shows you 16 Detailed Interpretation Diagrams with 32 example sentences in the Active Voice and the Passive Voice (* The "base verb" is the Verb found in a dictionary; the "past verb" ends on -ed if it is regular; the Irregular Verbs are here arranged in a special list, page 321. If you cannot remember the irregular form, go round the Irregular Verb form by using "did" + base verb).

LORD HENFIELD'S DETAILED INTERPRETATION DIAGRAMS (The 4 Aspects in 4 tenses each. Examples in the Active Voive and the Passive Voice, 32 tense forms in all)

SIMPLE ASPECT	SIMPLE CONTINUOUS ASPECT	PERFECT ASPECT	PERFECT CONTINUOUS ASPECT

SIMPLE PAST

Finished action, Specific time.

yesterday, last Friday, the other day, in 1998 two days **ago**.

Compose Active: past verb* / did + base verb
I made tea / I did make tea yesterday.
Compose Passive: was, were + past participle
The tea was made (by me).

SIMPLE CONTINUOUS PAST

when, while, as long as.

Ongoing past action
2 parallel actions

when / while

Compose Active: was, were + present participle
I was making tea while Susan was watching.
Compose Passive: was, were + being + past participle
The tea was being made (by me).

PERFECT PAST

already, before, not yet, once, **when**.

One action before a past action

Compose Active: had + past participle
I had made tea already when Bill turned up.
Compose Passive: had + been + past participle
The tea had been made (by me).

PERFECT CONTINUOUS PAST

when.

Ongoing action that was stopped by another event

Compose Active: had + been + present participle
I had been making tea when the light went off.
Compose Passive: had + been being + past participle
The tea had been being made (by me).

SIMPLE PRESENT

Facts, Routine. Habits

Frequency adverbs: always, never, often, seldom, sometimes.

Compose Active: base verb* / do, does + base verb
I make tea / I do make tea every day.
Compose Passive: am, is, are + past participle
The tea is made (by me).

SIMPLE CONTINUOUS PRESENT

Ongoing present action

at the moment at present, just now, right now.

Compose Active: am, is, are + present participle
I am making tea at the moment.
Compose Passive: am, is, are + being + past participle
The tea is being made (by me).

PERFECT PRESENT

Finished or unfinished action. Unspecified or unknown time.

so far, up to now, till now, (n)ever, already, not yet, still, lately, recently.

Compose Active: have, has + past participle
I have made tea all day because we have so many guests.
Compose Passive: have, has + been + past participle
The tea has been made (by me).

PERFECT CONTINUOUS PRESENT

forever, for ages, for a long time

Emphasis on duration

Compose Active: have, has + been + present participle
I have been making tea forever. I need a nice sit down now.
Compose Passive: have, has + been being + past participle
The tea has been being made (by me).

SIMPLE FUTURE

Events, Predictions, Plans, Willingness, Obligations, Specific time.

tomorrow, **in** a year, next Friday.

Compose Active: will + base verb
I will make tea / I am going to make tea tomorrow.
Compose Passive: will be + past participle
The tea will be made (by me).

SIMPLE CONTINUOUS FUTURE

Ongoing future action
2 parallel actions

when, tomorrow, soon, in a week.

when

Compose Active: will be + present participle
I will be making tea when you arrive.
Compose Passive: will be + being + past participle
The tea will be being made (by me).

PERFECT FUTURE

by the time, by Monday, in a fortnight, until.

One action before a future action

Compose Active: will have + past participle
I will have made tea by the time our guests arrive.
Compose Passive: will have + been + past participle
The tea will have been made (by me).

PERFECT CONTINUOUS FUTURE

Ongoing action depending on another event

for 5 days by the time.

Compose Active: will have + been + present participle
I will have been making tea for hours by the time our party starts
Compose Passive: will have + been being + past participle
The tea will have been being made (by me).

SIMPLE FUTURE PAST

Conditions, Assumptions, Polite requests.

if.

Compose Active: would + base verb
I would make tea if I had time.
Compose Passive: would be + past participle
The tea would be made (by me).

SIMPLE CONTINUOUS FUTURE PAST

Ongoing future condition
2 parallel conditions

if.

if

Compose Active: would be + present participle
I would be making tea if you came round.
Compose Passive: would be + being + past participle
The tea would be being made (by me).

PERFECT FUTURE PAST

if.

One condition before another

Compose Active: would have + past participle
I would have made tea if we had any.
Compose Passive: would have + been + past participle
The tea would have been made (by me).

PERFECT CONTINUOUS FUTURE PAST

Ongoing condition depending on another

if.

Compose Active: would have + been + present participle
I would have been making tea if we were at home.
Compose Passive: would have + been being + past participle
The tea would have been being made (by me).

SUBJECT-VERB AGREEMENT.

Subject-Verb agreement is a fundamental grammar rule in English and a very simple thing, but so many students do not do it right. So I feel the need to comment on it here. This is the rule in short:

1. Certain Subjects (the person or thing doing the action in a sentence) go with certain types of Verbs.

2. For instance, when a Subject like "he / she / it" or the equivalent in the "third-person singular" (such as Nouns or names like Alice, Richard etc.) requires a Present-tense Verb that ends in -s, for example: *the student understands, she learns, it does*.

3. Other forms which are not third-person singular take Present-tense Verbs that do not end in -s, for example: *I have, they know, you learn.*

This is true only of Verbs in the Simple Present tense as the other tenses do not employ the -s at all.

Subject-Verb Agreement with Compound Subjects

It is my experience that students most often fail to follow the rule of Subject-Verb agreement when a Subject is compound (two separate Subjects linked by a Conjunction such as "and"): *"You and Mark learn," "she and I are," "knowing, understanding and teaching represent different stages of learning".* In this case, because there are two (or more) third-person singular Nouns acting as the collective Subject, the Subject is plural—one and one make two—and thus the Verb does not end in -s.

Even more complex Subjects only make matters worse: *"The various myths of creation found in different societies around the world and their similarity are intriguing".* Here, the Subject is compound —"myths" and "similarity"—and thus it is Plural. So again, there is no -s on the Verb.

Worse yet, this rule is reversed with the conjunction "or": *"Julius Caesar or Augustus Caesar is said to be the first Roman emperor".* Since it is either "Julius" or "Augustus," the Subject is singular—one or one is still one—and thus there's an -s on the Verb. When "or" joins a singular and a plural Subject, the Verb agrees with the one nearer to it: *"The Senate or, later, the Senate and the tribunes are seen to have controlled Republican Rome, according to most Roman historians".* Here the plural Subject ("tribunes") is closer to the Verb and so the Verb is plural ("are"). If, in contrast, the singular Subject is closer, the Verb will agree with it: *"The Senate and the tribunes or, earlier, the Senate alone is seen to have controlled Republican Rome, according to most Roman historians".* The singular Subject ("Senate") is closer to the Verb which as a result is singular ("is").

All in all, it is vital you make sure that the Subjects and Verbs of your sentences agree. Especially when you write more than a simple Subject, check the agreement of the Verb with the Subject. Remember, this will be a problem mainly with the Simple Present tense. Listen to your common sense. Most English speakers do this by nature correctly. But not always.

Tip: If you are not sure about the agreement, turn the single Object (Republican Rome) into the Subject: *"According to most Roman historians, Republican Rome is seen to have been controlled by the Senate and the tribunes or, earlier, by the Senate alone".*

VERB TENSE AGREEMENT

Verb tense Agreement or *Verb Tense Consistency* is a rule any English learner finds confusing and tiresome. In plain speech, the rule goes like this: *"When formulating a sentence, you should keep the tense uniform throughout the sentence when discussing things that happened at the same time, meaning, a paragraph, or even the entire writing, should be written in the Simple Past tense only, for example".*

This presented rule is a bit too simple and not entirely correct as it ties down any writer's intention to narrate an event in an exciting and lively manner. The second part of the Agreement Rule is often omitted as teachers and textbooks do not clearly tell that Tense and Aspect are not quite the same thing. I will show you here what this is all about.

First Lesson:
A.) Controlling Shifts in Verb Tense

Writing often involves telling stories. Sometimes we narrate a story as our main purpose in writing; sometimes we include brief anecdotes or hypothetical scenarios as illustrations or reference points in an essay.

Even an essay that does not explicitly tell a story involves implied *time frames* for the actions discussed and states described. Changes in Verb tense help readers understand the temporal relationships among various narrated events. But unnecessary or inconsistent shifts in tense can cause confusion.

Generally, writers maintain one tense for the main discourse and indicate changes in time frame by changing tense relative to that **primary tense**, which is usually written in either Simple Past or the Simple Present tense. Even apparently non-narrative writing should employ Verb tenses consistently and clearly.

General guideline: Do not shift from one tense to another if the **time frame** for each action or state is the same. In the following example sentences, the Verbs with nonstandard or inconsistent usage are shown **underlined**. Examples:

1. The instructor **explains** the diagram to students who **asked** questions during the lecture. (**Explains** is Simple Present tense, referring to a current state; **asked** is Simple Past tense, but should be Present (ask) because the students are currently continuing to ask questions during the lecture period.) CORRECTED: The instructor **explains** the diagram to students who **ask** questions during the lecture.

2. *About noon the sky **darkened**, a breeze **sprang up**, and a low rumble **announces** the approaching storm.* (**Darkened** and **sprang up** are Simple Past tense Verbs; **announces** is Simple Present but should be Past (announced) to maintain consistency within the time frame.) CORRECTED: *About noon the sky **darkened**, a breeze **sprang up**, and a low rumble **announced** the approaching storm.*

3. *Yesterday we **walk** to school but later rode the bus home.* (**Walk** is Simple Present tense but should be Past to maintain consistency

within the time frame (yesterday); **rode** is Simple Past tense, referring to an action completed before the current time frame. CORRECTED: *Yesterday we **walked** to school but later **rode** the bus home.*

Another general guideline: We can shift tense to indicate a change in time frame from one action or state to another, but it must be **reasonable** and **logical**! Examples:

1. *The children **love** their new tree house, which they **built** themselves.* (This is a Relative Clause in which **Love** is *Simple Present tense*, referring to a current state; they still love it now; **built** is Simple Past tense, referring to an action completed before the *current time frame*, which means that they are not still building it.)

2. *Before they even **began** deliberations, many jury members **had reached** a verdict.* (**Began** is Simple Past tense, referring to an action completed before the *current time frame*; **had reached** is Perfect Past, referring to action from a time frame before that of another past event; the action of reaching was completed before the action of beginning.)

3. *Workers **are installing** extra loudspeakers because the music in tonight's concert **will need** amplification.* (***Are installing*** is *Simple Continuous Present tense,* referring to an ongoing action in the *current time frame* which means that the workers are still installing, and have not finished; **will need** is *Simple Future tense*, referring to action expected to begin after the current time frame (the concert will start in the future, and that's when it will need amplification.)

B.) Controlling Shifts in a Paragraph or Essay

General guideline: Establish a primary tense for the main discourse (a speech or writing), and use occasional shifts to other tenses to indicate changes in time frame.

Hints:
1. Rely on the *Simple Past tense* to narrate events and to refer to an author or an author's ideas as historical entities (biographical information about a historical figure or narration of developments in an author's ideas over time).

2. Use *Simple Present tense* to state facts, to refer to perpetual or habitual actions, and to discuss your own ideas or those expressed by an author in a particular work. Also use *Simple Present tense* to describe action in a literary work, movie, or other fictional narrative. Occasionally, for dramatic effect, you may wish to narrate an event in present tense as though it were happening now. If you do, use present tense consistently throughout the narrative, making shifts only where appropriate.

3. Future action may be expressed in a variety of ways, including the use of **will**, **shall**, **be going to**, **be (about) to**, **tomorrow** and other Adverbs of time, and a wide range of contextual cues.

**LORD HENFIELD'S VERB GUIDE
on Verb tense Agreement
in ordinary sentences
(with short explanations):**

Simple Tenses:
• **Action that takes place once,
 never or several times.**
• **Actions that happen one after another.**
• **Actions that suddenly take place.**

Simple Continuous Tenses:
• **Action that started before a certain
 moment and lasts beyond that moment.**
• **Actions taking place at the
 same time.**

Perfect Tenses:
• **Action taking place before
 a certain moment in time.**
• **Puts emphasis on the result
 of an action or state.**

Perfect Continuous Tenses:
• **Action taking place before
 a certain moment in time.**
• **Puts emphasis on the course
 or duration of the action.**

COMMENT on Usage:
The Agreement rules apply for
all 16 tenses in the Active Voice
and all 16 tenses in the Passive Voice.

THE ENTIRE PAST TENSE GROUP

All **Past tenses**
talk about actions
or events in a
past **reality**.

All **Future Past tenses**
talk about actions or
events or wishes
which are **not real**.

THE ENTIRE PRESENT TENSE GROUP

All **Present tenses**
talk about actions
or events in a
present **reality**.

All **Future tenses**
talk about actions
or events in a
future **reality**.

Simple
Past

Simple
Future
Past

Simple
Present

Simple
Future

Timeline

Simple Continuous
Past

Simple Continuous
Future Past

Simple Continuous
Present

Simple Continuous
Future

Perfect
Past

Perfect
Future Past

Perfect
Present

Perfect
Future

Perfect Continuous
Past

Perfect Continuous
Future Past

Perfect Continuous
Present

Perfect Continuous
Future

Any of these **Past tense forms**
can come together in one
and the same sentence as they
agree with one another!

Any of these **Present and Future forms**
can come together in one
and the same sentence as they
agree with one another!

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Second Lesson: Using other Tenses in Conjunction with Simple Tenses

Example 1: Simple Past narration with Perfect and Continuous elements. It is not always easy (or especially helpful) to try to distinguish *Perfect* and / or *Continuous tenses* from *Simple tenses* in isolation, for example, the difference between *Simple Continuous Past tense* ("She was eating an apple") and *Perfect Continuous Present tense* ("She has been eating an apple"). Distinguishing these sentences in isolation is possible, but the differences between them make clear sense only in the context of other sentences since the time-distinctions suggested by different tenses are relative to the *time frame* implied by the Verb tenses in surrounding sentences or clauses.

On the day in question...   *By the time Stephen **noticed** the doorbell, it **had already rung** three times. As usual, he **had been listening** to loud music on his stereo. He **turned** the stereo down and **stood** up to answer the door. An old man **was standing** on the steps. The man **began to speak** slowly, asking for directions.*

In this example, the Continuous Verbs ***had been listening*** and ***was standing*** suggest action underway at the time some other action took place. The *stereo-listening* was "underway" when the doorbell *rang.* The *standing* on the steps was underway when the door was opened. The *Perfect Continuous Past* Verb ***had been listening*** suggests an action that began in the *time frame* prior to the main narrative time frame and that was still *underway* as another action began.

Bear in Mind: The Perfect and Continuous parts represent Aspect, not just a time. Note that all Verb constructions contain Past elements (had, had been, was). We can use all of them in the same paragraph because they do agree and fit into the **Past time frame**! ("***to answer***" is an Infinitive and "***asking***" is a Gerund. Both can be used unchanged in a Past, Present or Future time frame as they ***are no tenses***!)

Here example 2: Simple Present narration with Perfect and Continuous elements. If the primary narration is in the *Simple Present tense*, then the *Simple Continuous Present* or *Perfect Continuous Present* is used to indicate an action that is or has been *underway* as an other action begins. This narrative style might be used to describe a scene from a novel, movie, or play, since the action in fictional narratives is conventionally treated as always present.

In this scene...   *By the time Stephen **notices** the doorbell, it **has already rung** three times. As usual, he **has been listening** to loud music on his stereo. He **turns** the stereo down and **stands** up to answer the door. An old man **is standing** on the steps. The man **begins** to **speak** slowly, asking for directions.*

In this example as in the first one, the Continuous Verbs **has been listening** and **is standing** indicate "action underway" as an other action takes place. The *Perfect Continuous Present* Verb **has been listening** suggests action that began in the *time frame* prior to the main narrative *time frame* and that is still underway as another action begins. The remaining tense relationships parallel those in the first example.

In all of these cases, the *Continuous* or *-ing part* of the Verb merely indicates *ongoing action*, that is, *action underway* as another action occurs. The general comments about tense relationships apply to *Simple and Perfect tenses*, regardless of whether there is a Continuous element involved.

Bear in Mind: The Perfect and Continuous parts represent Aspect, not just a time. Note that all Verb constructions contain Present elements (has, has been, is). We can use all of them in the same paragraph because they do agree and fit into the **Present time frame**! ("to answer" is an Infinitive and "asking" is a Gerund. Both can be used unchanged in a Past, Present or Future time frame as they are no tenses!)

Example 3: Simple Future narration with Perfect and Continuous elements. Let us go even further and imagine a narrative based on a Future time frame as well, for example, the predictions of a psychic or futurist. If the example narrative above were spoken by a psychic, it might appear as follows.

Sometime in the future...   *By the time Stephen **notices** the doorbell, it **will have already rung** three times. As usual, he **will have been listening** to loud music on his stereo. He **will turn** the stereo down and **will stand** up to answer the door. An old man **will be standing** on the steps. The man **will begin** to speak slowly, asking for directions.*

In this example as in the first two, the *Continuous Verbs* **will have been listening** and **will be standing** indicate ongoing action. The *Perfect Continuous Future* Verb **will have been listening** suggests an action that **will begin** in the time frame prior to the main narrative time frame and that will still be underway when another action begins. The verb **notices** here is in present-tense form, but the rest of the sentence and the full context of the narrative cue us to understand that it refers to future time. The remaining tense relationships parallel those in the first two examples.

Bear in Mind: The Perfect and Continuous parts represent Aspect, not just a time. Note that all Verb constructions contain Future elements (will have, will have been, will be). We can use all of them in the same paragraph because they do agree and fit into the **Future time frame**! ("to answer" is an Infinitive and "asking" is a Gerund. Both can be used unchanged in a Past, Present or Future time frame as they are no tenses!)

Why does the Verb **notices**, here in its Present-tense form, does not contradict the agreement rules? The answer is elementary: Because the Future tense parts **"will"** themselves are Present tense forms!!

General guidelines for the use of Perfect tenses

In general the use of *Perfect tenses* is determined by their relationship to the tense of the primary narration. If the primary narration is formulated in the Simple Past tense, then the action initiated before

the *time frame* of the primary narration is described in the Perfect Past. If the primary narration is formulated in the Simple Present tense, then action initiated before the *time frame* of the primary narration is described in *Perfect Present tense*. And if the primary narration is formulated in the Simple Future tense, then action initiated before the *time frame* of the primary narration is described in Perfect Future tense, of course! Thus in short:

1. A primary narration in the *Simple Past tense* corresponds to the Perfect Past tense (**had** + Past Participle) for earlier time frames.

2. A primary narration in the *Simple Present tense* corresponds to the Perfect Present (**has** or **have** + Past Participle) for earlier time frames.

3. A primary narration in the *Simple Future tense* corresponds to the Perfect Future tense (**will have** + Past Participle) for earlier time frames.

The *Perfect Present tense* is also used to narrate action that began in real life in the past but is not completed, that is, may continue or may be repeated in the present or future. For example: *"I have run in four marathons"* (implication: "so far... I may run in others"). This usage is distinct from the *Simple Past tense*, which is used for an action that was completed in the past without possible continuation or repetition in the present or future. For example: *"Before injuring my leg, I ran in four marathons"* (implication: "My injury prevents me from running in any more marathons").

Time-orienting words and phrases like **before**, **after**, **by the time**, and others—when used to relate two or more actions in time—can be good indicators of the need for a *Perfect tense* Verb in a sentence.

1. *By the time the Senator finished* (Simple Past) *his speech, the audience had lost* (Perfect Past) *interest.*
2. *By the time the Senator finishes* (Simple Present: habitual action) *his speech, the audience has lost* (Perfect Present) *interest.*
3. *By the time the Senator finishes* (Simple Present: suggesting future time) *his speech, the audience will have lost* (Perfect Future) *interest.*

1. *After everyone had finished* (Perfect Past) *the main course, we offered* (Simple Past) *our guests dessert.*
2. *After everyone has finished* (Perfect Present) *the main course, we offer* (Simple Present: habitual action) *our guests dessert.*
3. *After everyone has finished* (Perfect Present) *the main course, we will offer* (Simple Future: specific one-time action) *our guests dessert.*

1. *Long before the sun rose* (Simple Past)*, the birds had arrived* (Perfect Past) *at the feeder.*
2. *Long before the sun rises* (Simple Present: habitual action)*, the birds have arrived* (Perfect Present) *at the feeder.*
3. *Long before the sun rises* (Simple Present: suggesting future time)*, the birds will have arrived* (Perfect Future) *at the feeder.*

Summary: There are only 2 real tenses in English: Present and Past. Use either all Present forms together or all Past forms, regardless what Aspect they are in, and you cannot do wrong. Remember: A Past Participle is just a tool word, not a Past tense!

Meaning And Usage Of The Tenses in Sentences

This chapter will give information about usage and meaning of the 16 main tenses of the Active Voice. Plenty of examples make clear what difference the tenses have and how we normally use them together.

Due to the same tense meaning of Active Voice and Passive Voice. I will show Passive forms only when they have a significant difference in meaning or usage. While the Active Voice focusses on the action of the Subject, the Passive Voice describes an action done to the Subject. Often the doer of the action is not mentioned or known. This is the reason why these forms are so important for politicians, government officials and business people. With this form, the speaker can cover up, disguise and distract from unpopular actions or non-actions they are responsible for. Example: *It is decided to raise the tax on income again* (Your question should be: Who decided?). Another example: *Last night the police station was broken into* (Who did it?).

	Simple Tenses, Active Voice:
S1	Simple Present Tense
S2.	Simple Past Tense
S3.	Simple Future Tense
S4.	Simple Future in the Past Tense
S5.	Simple Continuous Present Tense
S6.	Simple Continuous Past Tense
S7.	Simple Continuous Future Tense
S8.	Simple Continuous Future in the Past Tense

	Perfect Tenses, Active Voice:
P1	Perfect Present Tense
P2.	Perfect Past Tense
P3.	Perfect Future Tense
P4.	Perfect Future in the Past Tense
P5	Perfect Continuous Present Tense
P6	Perfect Continuous Past Tense
P7.	Perfect Continuous Future Tense
P8.	Perfect Continuous Future in the Past Tense

S1.) Simple Present Tense

We use the *Simple Present tense*:
 to show a **fact** or something that is always **true** or **not true**.
Examples:
 The heart pumps blood through the body.
 A dentist treats people's teeth.
 He does not speak a word of English.
 Dogs bark.
 Some birds sleep by day and hunt by night.
 Money does not grow on trees.

 for daily **routines** or something done **regularly** or **habitually**.
Examples:
 Iris never works on weekends.
 We brush our teeth in the evening.
 He smokes one packet of cigarettes a day.
 She goes to church on Sundays.

 for an action that is **planned to happen** in the **future**.
Examples:
 The train for Birmingham departs at seven o'clock.
 The meeting begins in an hour's time.
 The new supermarket opens next week.
 The match starts in exactly ten minutes.

 to express **thoughts**, **feelings** and **states**.
Examples:
 It matters a great deal to him to win the championship.
 They feel a lot of loyalty to the company.
 Jill doubts the truth of his statement.
 She deeply regrets saying those nasty things about him
 He loves her.
 They are British.

for **timetables**, schedules, **plans**, and programmes.
Examples:
The zoo is open daily from 9 a.m. to 5 p.m.
The first flight for London leaves at 6.30 a.m.
There is a television programme at six o'clock about cooking.
The weekly meeting starts in the conference room on Monday at 2.00 p.m.

for **sports**, **commentaries**, **reviews** (book, film, play, etc.) and **narration**.
Examples:
John passes the ball to Johnny. But Johnny misses it.
She plays her role marvellously.
The hooligan suddenly appears out of nowhere and whacks him with a club.

in newspaper **headlines**.
Examples:
PRIME MINISTER SUMNER RESIGNS.
POLICE DISCOVER MORE DEAD BODIES.

in "**I declare**, **I promise**, **I assure**", etc.
Examples:
I declare the debate open.
I promise you, I shall not do anything stupid.
I assure you everything will be all right.

with the following time expressions: all the time, at night, the weekend, every day, every week, every month, every year, in the morning, in the afternoon, in the evening, on Mondays, on Tuesday, etc., once, twice a day/week, etc.
Examples:
He picks his nose all the time.
Henry often goes to the library in the evening.

My brother never works at weekends.
The flight to Toronto goes twice a week.

for **instructions** and **directions**. (This form is called Imperative)
Examples:
Mix the flour and water together, then add salt.
Go straight on and when you come to the first traffic lights, turn left.

S2.) Simple Past Tense

When there is a *Present tense*, there must be a *Past tense*! We use the ***Simple Past tense*** for events that happened or started and completed in the past and that have no relation with the present.

We use the *Simple Past tense*:
to describe an **action** that **occurred in the past** or at a specified time or the time is easily understood or already implied.
Example: *We finished our final exam an hour ago.* (NOT: We have / had finished our final exam an hour ago.)
Example: *My grandfather played for the Guildford football team.*
Example: *I ate a big spicy piece of pizza for my breakfast.*

for an **action** that **began** and **ended in the past**.
Example: *The dangerous criminal was recaptured after two months on the run.*

to refer to an **action completed** regardless of how recent or distant in the past.
Example: *Johann Philipp Reis invented the telephone in 1861.*
Example: *My brother joined the army as a civilian mechanic last week.*

for an **action done repeatedly**, habitually or at regular times **in the past.**
Example: *We saw the movie 'Titanic' several times at the cinema.*
Example: *Brian was always a heavy drinker in the old days.*
Example: *He phoned his mother every Sunday until her death.*

for a **state** in the past.
Example: *I felt very tired after a couple of games of tennis.*

for a short **event** or action that comes or follows **one after the other**.
Example: *We looked left and we looked right. Then we crossed the road.*

to place **emphasis** on what we say, especially in **response** to some remark.
Example: *"You did not seem to help much". "I did help to clear the room of all the unwanted things".*

to talk about someone who has **died**.
Example: Helmut Schmidt was a highly respected statesman.
Example: He left all his money to charity.

in providing details or **information** about events that happened subsequent to **news reports** which, when **first reported**, are usually expressed in *Perfect Present* tense.
Example: *Negotiations with the insurgent forces have broken down. The leader of the insurgent forces blamed the government for the break down. A government spokesman said the insurgent forces made unreasonable demands.*

The usage of the SIMPLE PAST tense and the SIMPLE CONTINUOUS PAST tense together

We use the *Simple Past tense* to show a **complete action** and the *Simple Past Continuous tense* to show an **action in progress**.

Example: *Last night I stepped on a snake and it bit my leg.* (Simple Past - complete actions)
Example: *At eleven o'clock last night, I was looking for my car key.* (Simple Continuous Past – action in progress)

We **use** the *Simple Past* and *Simple Continuous Past* **tenses together** to indicate an **action happened while another was in progress**.
Example: *I was running away from a dog when I knocked an old lady to the ground.* (*Simple Continuous Past* and *Simple Past tenses* – knocked an old lady in the middle of running away.)

The usage of the SIMPLE PAST tense and the PERFECT PAST tense together

When the *Simple Past* and *Perfect Past tenses* are **used together** in a sentence, the *Perfect Past tense* is used for **something that happened earlier**.

Example: *He filled the case with cartons of orange juice.* (Only one action; a *Simple Past tense* is used.) *After he had filled the case with cartons of orange juice, he loaded it into the van.* (Both *Perfect Past* and *Simple Past tenses* are used. The action that happened earlier is expressed in the *Perfect Past tense* – had filled.)

Note the usage:

a) *When I arrived, the pet show started.*
b) *When I arrived, the pet show had started.*
c) *I arrived before he delivered the opening address.*
d) *I arrived before he had delivered the opening address.*
e) *Nobody asked any question until he explained the procedure.*
f) *Nobody asked any question until he had explained the procedure.*
The meaning in (a) is: *I arrived just in time for the show.*
The meaning in (b) is: *I missed the initial part of the show.*
There is no difference between (c) and (d).
There is no difference between (e) and (f).

When one action directly followed another, the *Perfect Past tense* is not used. The *Simple Past tense* is used for both events.
Example: *When Jack saw Jill, he waved to her.* (NOT: When Jack had seen Jill, he waved to her.)

A comment on the Passive Forms

We use the Passive form in any of the 16 tenses when the action is done to the Subject.

Normally, we use the Preposition '**by**' to mention the person or thing that did the action.
Example: *That old mighty tree was once struck by lightning.*

When the same Subject is used with two Passive Verbs, we leave out the Pronoun and the Verb in the second part of the sentence.
Example: *The pickpocket was beaten up and then handed over to the police.* (We leave out 'he was' between 'then' and 'handed'.)

S3.) *Simple Future Tense*

We use the **Simple Future tense** for actions that will happen in the future. How we use it depends on how we view the events are going to happen. The followings show the different tenses used to express the completion of an activity in the future:

The police **will conclude** their investigation of the computer fraud next week. (Simple Future tense)
The police **conclude** their investigation of the computer fraud next week. (Simple Present tense)
The police **are concluding** their investigation of the computer fraud next week. (Simple Continuous Present tense)
The police **will be concluding** their investigation of the computer fraud next week. (Simple Continuous Future tense)

There are certain ways we express the future in English:
1. **Will / shall** (can, may, must, would, should, could, might, ought)
2. **Be going to**
3. **Be to**
4. **Be about to**
5. **Simple Present**
6. **Simple Present Continuous**

A.) *Will*
We use will in order to:

say something that we are **certain of** will occur in the future.
Example: **A meeting will be held next Monday at 2 p.m.**

say something that we are **not so certain of** will happen.
Example: **I think he will phone me later.**

make a *prediction*.
Example: **The rain will stop soon.**

state a *fact*.
Example: **Oil will float on water.**

express *willingness* to do something in the future.
Example: **I will help you clear the rat-infested storeroom in a moment.**

make a *sudden decision* at the moment of speaking.
Example: **There's a noise outside. I will just go and check.**

give a *command*.
Example: **You will report to me at eight o'clock tomorrow.**

give an *invitation*, make an *order* or a *threat*.
Example: **They will invite Professor Dunce to speak at the scientific conference.**
Example: **I will have a double brandy.**
Example: **Give me your wallet or I will slit your throat with this.**

ask *questions* or make a *suggestion* or *promise*.
Example: **Will you phone your mother-in-law to apologise, please?**
Example: **Shall we sneak a couple of bottles of brandy through Customs?**
Example: **I will try not to be late again.**

B.) Be going to
Be going to is used to refer to future actions as follow:

Intention or *decision* already made to do or not to do something.
Example: **We are going to move to a new neighbourhood next month.**

Plans or *arrangements* for the near future that are made prior to the time of speaking
Example: **We are going to visit the zoo on Sunday.**

Prediction of an outcome based on current situation.
Example: **Look at the overcast sky. It is going to rain hard.**

Be going to and will

When *be going to* and *will* are used to make predictions about the future, they mean the same.

Example: **He thinks his son's team will win the match.**
Example: **He thinks his son's team is going to win the match.**

Be going to and *will* are used to indicate future situations or actions, and they often convey the same meaning.

Example: **My son is going to be ten next month. / My son will be ten next month.**
Example: **We are going to leave as soon as he arrives. / We will leave as soon as he arrives.**
Example: **We are going to the shop when it stops raining. / We will go to the shop when it stops raining.**

When the speaker is absolutely sure about something, he can use *will* or *be going to*.

Example: **I will be at the meeting tomorrow. / I am going to be at the meeting tomorrow.** (When absolute sureness is not present,

probably, might, could, or similar words may be used.

Example: **I will probably be at the meeting tomorrow. / I am probably going to be at the meeting tomorrow**.)

Sometimes *be going to* and *will* express different meanings.

We use *be going to* to indicate a plan made before the time of speaking while will expresses a decision made at the time of speaking.

Example: **We are going to visit Jill in the hospital tomorrow.** (When we came to know that Jill was admitted to the hospital, we arranged to visit her the next day (tomorrow) – a prior plan.)
Example: **It is getting late. We will leave now.** (The speaker decides to leave the moment he realises it is getting late – a sudden decision.)

When a decision or plan is made for the distant future, *will* is usually used.

Example: *She will get married in two months.*

Going to is usually used when a plan is made for the near future.

Example: *We are going to visit them again early next week.*

We use be going to when there is an intention to do something and will for additional information.

Example: **It's their twentieth wedding anniversary. They are going to have a celebratory party**. (NOT: They will have a celebratory party.) **They will invite about a dozen close friends. The friends will include two politicians.**

C.) Be to

Be to (is/are + infinitive) refers to an action that is to take place in the future. It is used for **instructions**, **obligation** and something that is **arranged**. However, other forms of usage are possible.
Example: **You are not to answer any question from any one of the reporters.** (instruction)
Example: **You are to hand this packet over to him before noon.** (obligation)
Example: **The Prime Minister is to meet his successor tomorrow.** (arrangement)
Example: **The museum is to be closed while it is being renovated.** (information)
Example: **The General Manager is to present the report to the board on Monday**. (duty)

D.) Be about to (+ infinitive)

We use **be about to** for an action or event that will happen **very soon**.
Example: **Everyone sits down when the film is about to start.**
Example: **I have never drunk alcohol in my life and I am not about to start now.**
Example: **We walked quickly home when it was about to rain.**
Example: **The audience fell silent when the President was about to appear.**
Example: **When a plane is moved to the end of a runway, it usually means it is about to take off.**

When **be about to** is used with **just**, it emphasizes that something is about to happen when it is **interrupted** by something else.
Example: **I was just about to eat my dinner when the phone rang.**

E.) Simple Present tense

We use *Simple Present tense* for the future when we refer to something that has been scheduled or arranged to happen at a particular time such as a timetable.
Example: The first flight to Rome leaves at 6 a.m.
Example: The train for Birmingham departs from platform 3.
Example: The special sales offer closes August 31.
Example: The new airport opens on Christmas Eve.
Example: The public exhibition of a collection of his paintings ends in a week.

The *Simple Present tense* and the *Simple Present Continuous tense*
We can use the *Simple Present* and the *Simple Present Continuous tenses* for the future.
They have a drinking session next Sunday. (= the drinking session occurs every Sunday.)
They are having a drinking session next Sunday. (= perhaps, not every Sunday.)

F.) Simple Continuous Present tense

The *Simple Present Continuous tense* is used for future arrangements.
Example: I am having dinner with him at seven o'clock.
Example: Mr Lorimer is flying to London tomorrow morning.
Example: John is leaving the company next week after 25 years' service.
Example: We are visiting the York Railway Museum in three weeks.
Example: My brother is writing another book next month.

Present Continuous and 'be going to'
Present Continuous and be going to can have same meaning.
a) I am going to watch my favourite TV programme this evening.
b) I am watching my favourite TV programme this evening.

c) He is going to attend a seminar tomorrow.
d) He is attending a seminar tomorrow.
Sentences (a) and (b); (c) and (d) have same meaning. The *Present Continuous tense* and be going to describe actions that are planned or arranged for the future prior to the time of speaking. We do not use will here.

It is not incorrect to construct a sentence with 'be going to' with the verb 'go'. For example: They are going to go fishing this weekend. However the *Present Continuous tense* is more commonly used: They are going fishing this weekend.

G.) Will / Shall

Will and **shall** are Modal Verbs that are used mainly in the *Simple Future tense*.
Example: I shall arrive before noon. / They will arrive before noon.
Shall has always been used in the 1st Person Singular (I) and Plural (we) but **will** is becoming more common.
Example: **I shall be away tomorrow. / We shall be away tomorrow.**

We use will to ask a favour of somebody.
Example: **Will you look after my things for a while, please?**

We use **won't** (will not) to show unwillingness or refusal to do something.
Example: **I have asked the noisy children to keep quiet, but they won't listen.**

We use **shall** when we:
ask a first-person question.
Example: **Shall I open the window?**
make a *suggestion*.
Example: **Shall we go together in one car?**

make an **offer**.
Example: **Shall I give you a lift to the airport?**
  ask for **instructions**.
Example: **Shall I make all these payments by the end of the month?**

Will and **shall** are also used to make **predictions** in the simple future tense.
Example: **I think the weather will get colder around the middle of this month.**
Example: **I shall be judged only by God.**

H.) will, shall, can, may, must, would, should, could, might, ought

It is obvious: Particularly in questions, the Modal Verbs *will, shall, can, may, must, would, should, could, might, ought* also refer to future actions.
Example:

  Will *I go home?*
  Shall *I go home?*
  Can *I go home?*
  May *I go home?*
  Must *I go home?*
  Would *I go home?*
  Should *I go home?*
  Could *I go home?*
  Might *I go home?*
  Ought *I go home?*

Each of these 10 different questions demand an answer that gives information about an action in the future!

S4.) *SIMPLE FUTURE TENSE IN THE PAST*

With the **Simple Future tense in the Past** we express the so-called "Present Conditional" tense, better called **Simple Conditional** as it is **no** *Present tense* at all. It is used in the **if-clauses** of a Conditional sentence. See Chapter "If-Sentences And Conditional Tenses"!

INTENSIVE FORM OF THE SIMPLE TENSES

This form is used for emphasis and is also the key in negation (with "**not**") and for asking questions. It is formed with the Helper Verb **do** or **does** for the Present tense or **did** for the Past tense, and the base form of the Verb; in Passive, the Helper is **do get** or **does get** for the Present tense or **did get** for the Past tense.

	Active Voice	Passive Voice
Simple Present tense	I, we, you, they **do** (not) drive; he, she, it **does** (not) drive	I, we, you, they **do** (not) **get** driven; he, she, it **does** (not) **get** driven
Simple Past tense	I, he, she, it, we, you, they **did** (not) drive	I, he, she, it, we, you, they **did** (not) **get** driven

Here the very same in the form of questions:

	Active Voice	Passive Voice
Simple Present tense	**Do** I, we, you, they (not) drive?; **does** he, she, it (not) drive?	**Do** I, we, you, they (not) **get** driven?; **does** he, she, it (not) **get** driven?
Simple Past tense	**Did** I, he, she, it, we, you, they (not) drive?	**Did** I, he, she, it, we, you, they (not) **get** driven?

Now we will see 2 sentence examples in 4 complete Verb tables. The first 2 tables show you a short sentence with "to beat" in which the Verb itself is the complement of the sentence.
The other 2 tables show you a longer sentence with "the window" as Object of the sentence. Notice that "the window" becomes the Subject of the sentence in the Passive Voice:

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Adjectives: (very, too) beating, (more, most; not, less, least) beatable, beaten, unbeatable; **Phrasal Verbs:** beat down, beat up; **Phrases:** on the beat, beat about the bush, beat a retreat, beat the bounds.

Active Voice:	Simple Infinitive: (to) beat	Simple Continuous Infinitive: (to) be beating	Perfect Infinitive: (to) have beaten	Perfect Continuous Infinitive: (to) have been beating
Passive Voice:	Simple Infinitive: (to) be beaten	Simple Continuous Infinitive: (to) be being beaten	Perfect Infinitive: (to) have been beaten	Perfect Continuous Infinitive: (to) have been being beaten

Active Voice:	Present Participle: beating	Past Participle: beaten	Perfect Participle: having beaten	Simple Gerund: beating	Perfect Gerund: having beaten
Passive Voice:	Present Participle: being beaten	Past Participle: been beaten	Perfect Participle: having been beaten	Simple Gerund: being beaten	Perfect Gerund: having been beaten

Active Voice:	Subjunctive: Present: beat	Subjunctive: Past: beat	Subjunctive: Future: should beat	Plain Imperative: beat!	Intensive Imperative: do (not) beat!
Passive Voice:	Subjunctive: Present: be beaten	Subjunctive: Past: were beaten	Subjunctive: Future: should be beaten	Plain Imperative: be beaten!	Intensive Imperative: do (not) get beaten!

THE SIMPLE TENSES	ACTIVE VOICE	PASSIVE VOICE	Use and Meaning of the Tense Form
1 **Simple Present** (other names: Simple Present, Present Simple)	**He beats.** / He does beat. He does not beat. Does he beat? Does he not beat?	**He is beaten.** / He gets /does get beaten. He is not beaten. / He does not get beaten. Is he beaten? / Does he get beaten? Is he not beaten? / Does he not get beaten?	Facts (which are either true or not true). Action in the present taking place once, never, or several times. Actions taking place one after another. Action set by a timetable or schedule.
2 **Simple Past** (other names: Simple Past, Past Simple)	**He beat.** / He did beat. He did not beat. Did he beat? Did he not beat?	**He was beaten.** / He got / did get beaten. He was not beaten. / He did not get beaten. Was he beaten? / Did he get beaten? Was he not beaten? / Did he not get beaten?	Action in the past taking place once, never, or several times. Actions taking place one after another. Action taking place in the middle of another action.
1 **Simple Future** (other names: Simple Future, Future I, Future Simple)	**He will beat.** He will not beat. Will he beat? Will he not beat?	**He will be beaten.** He will not be beaten. Will he be beaten? Will he not be beaten?	Action in the future that cannot be influenced. Spontaneous decision. Assumption with regard to the future.
2 **Simple Future in the Past** (other names: *Conditional I* Present Conditional, *Simple Conditional*)	**He would beat.** He would not beat. Would he beat? Would he not beat?	**He would be beaten.** He would not be beaten. Would he be beaten? Would he not be beaten?	Action that depends on another action or condition Polite request or inquiry (enquiry) Action that might take place.
1 **Simple Continuous Present** (other names: Present Continuous, Present Progressive)	**He is beating.** He is not beating. Is he beating? Is he not beating?	**He is being beaten.** He is not being beaten. Is he being beaten? Is he not being beaten?	Action taking place in the moment of speaking. Action taking place only for a limited period of time. Action arranged for the future.
2 **Simple Continuous Past** (other names: Past Continuous, Past Progressive)	**He was beating.** He was not beating. Was he beating? Was he not beating?	**He was being beaten.** He was not being beaten. Was he being beaten? Was he not being beaten?	Action going on at a certain time in the past. Actions taking place at the same time. Action in the past that is interrupted by another action. Making polite requests.
1 **Simple Continuous Future** (other names: Future Continuous, Future I Progressive)	**He will be beating.** He will not be beating. Will he be beating? Will he not be beating?	**He will be being beaten.** He will not be being beaten. Will he be being beaten? Will he not be being beaten?	Action that will be going on at a certain time in the future. Action that is sure to happen in the near future. The Simple Future Continuous emphasises interrupted actions. Asking politely about future plans.
2 **Simple Continuous Future in the Past** (other names: Conditional I Progressive, Present Conditional Continuous, *Simple Conditional Continuous*)	**He would be beating.** He would not be beating. Would he be beating? Would he not be beating?	**He would be being beaten.** He would not be being beaten. Would he be being beaten? Would he not be being beaten?	Action that depends on another action or condition Polite request or inquiry (enquiry) Action that might take place. Puts emphasis on the course / duration of the action.

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Passive Voice:	Simple Infinitive: (to) be beaten	Simple Continuous Infinitive: (to) be being beaten	Perfect Infinitive: (to) have been beaten	Perfect Continuous Infinitive: (to) have been being beaten

Active Voice:	Present Participle: beating	Past Participle: beaten	Perfect Participle: having beaten	Simple Gerund: beating	Perfect Gerund: having beaten
Passive Voice:	Present Participle: being beaten	Past Participle: been beaten	Perfect Participle: having been beaten	Simple Gerund: being beaten	Perfect Gerund: having been beaten

Active Voice:	Subjunctive: Present: beat	Subjunctive: Past: beat	Subjunctive: Future: should beat	Plain Imperative: beat!	Intensive Imperative: do (not) beat!
Passive Voice:	Subjunctive: Present: be beaten	Subjunctive: Past: were beaten	Subjunctive: Future: should be beaten	Plain Imperative: be beaten!	Intensive Imperative: do (not) get beaten!

	THE PERFECT TENSES	ACTIVE VOICE	PASSIVE VOICE	Use and Meaning of the Tense Form
1	**Perfect Present** (other names: Present Perfect, Perfect Present)	He has beaten. He has not beaten. Has he beaten? Has he not beaten?	He has been beaten. He has not been beaten. Has he been beaten? Has he not been beaten?	Puts emphasis on the result. Action that is still going on. or: Action that stopped recently. Finished action that has an influence on the present. Action that has taken place once, never, or several times before the moment of speaking.
2	**Perfect Past** (other names: Past Perfect, Perfect Past)	He had beaten. He had not beaten. Had he beaten? Had he not beaten?	He had been beaten. He had not been beaten. Had he been beaten? Had he not been beaten?	Action taking place before a certain time in the past. Sometimes interchangeable with Perfect Past Continuous. Puts emphasis only on the fact (not the duration).
1	**Perfect Future** (other names: Future II, Future Perfect, Perfect Future)	He will have beaten. He will not have beaten. Will he have beaten? Will he not have beaten?	He will have been beaten. He will not have been beaten. Will he have been beaten? Will he not have been beaten?	Action that will be finished at a certain time in the future.
2	**Perfect Future in the Past** (other names: Conditional II, Conditional Perfect, *Perfect Conditional*)	He would have beaten. He would not have beaten. Would he have beaten? Would he not have beaten?	He would have been beaten. He would not have been beaten. Would he have been beaten? Would he not have been beaten?	Action that depends on another action or condition Polite request or inquiry (enquiry) Action that might have taken place in the past.
1	**Perfect Continuous Present** (other names: Present Perfect Continuous Present Perfect Progressive)	He has been beating. He has not been beating. Has he been beating? Has he not been beating?	He has been being beaten. He has not been being beaten. Has he been being beaten? Has he not been being beaten?	Puts emphasis on the course or duration (not the result). Action that has recently stopped or is still going on. Finished action that influences the present.
2	**Perfect Continuous Past** (other names: Past Perfect Continuous, Past Perfect Progressive)	He had been beating. He had not been beating. Had he been beating? Had he not been beating?	He had been being beaten. He had not been being beaten. Had he been being beaten? Had he not been being beaten?	Action taking place before a certain time in the past. Sometimes interchangeable with Perfect Past. Puts emphasis on the duration or course of an action.
1	**Perfect Continuous Future** (other names: Future II Continuous, Future II Progressive)	He will have been beating. He will not have been beating. Will he have been beating? Will he not have been beating?	He will have been being beaten. He will not have been being beaten. Will he have been being beaten? Will he not have been being beaten?	Action taking place before a certain time in the future. Puts emphasis on the course of an action. The Perfect Future Continuous emphasises a duration of time before something in the future
2	**Perfect Continuous Future in the Past** (other names: Conditional II Progressive, Perfect Continuous Progressive *Perfect Conditional Continuous*)	He would have been beating. He would not have been beating. Would he have been beating? Would he not have been beating?	He would have been being beaten. He would not have been being beaten. Would he have been being beaten? Would he not have been being beaten?	Action that depends on another action or condition Polite request or inquiry (enquiry) Action that might have taken place in the past. Puts emphasis on the course / duration of the action.

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Passive Voice:	Present Participle: being cleaned	Past Participle: been cleaned	Perfect Participle: having been cleaned	Simple Gerund: being cleaned	Perfect Gerund: having been cleaned

Active Voice:	Subjunctive: Present: clean	Subjunctive: Past: cleaned	Subjunctive: Future: should clean	Plain Imperative: clean!	Intensive Imperative: do (not) clean!
Passive Voice:	Subjunctive: Present: be cleaned	Subjunctive: Past: were cleaned	Subjunctive: Future: should be cleaned	Plain Imperative: be cleaned!	Intensive Imperative: do (not) get cleaned!

	THE SIMPLE TENSES	ACTIVE VOICE	PASSIVE VOICE	Signal Words
1	**Simple Present** (other names: Simple Present, Present Simple)	**Your mother cleans the window.** Your mother does not clean the window. Does your mother clean the window? Does your mother not clean the window?	**The window is cleaned (by your mother).** The window is not cleaned (by your mother). Is the window cleaned (by your mother)? Is the window not cleaned (by your mother)?	always, every …, never, normally, often, seldom, sometimes, usually if sentences
2	**Simple Past** (other names: Simple Past, Past Simple)	**Your mother cleaned the window.** Your mother did not clean the window. Did your mother clean the window? Did your mother not clean the window?	**The window was cleaned (by your mother).** The window was not cleaned (by your mother). Was the window cleaned (by your mother)? Was the window not cleaned (by your mother)?	yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentences
1	**Simple Future** (other names: Simple Future, Future I, Future Simple)	**Your mother will clean the window.** Your mother will not clean the window. Will your mother clean the window? Will your mother not clean the window?	**The window will be cleaned (by your mother).** The window will not be cleaned (by your mother). Will the window be cleaned (by your mother)? Will the window not be cleaned (by your mother)?	in a year, next week, tomorrow; assumption: I think, probably, perhaps If sentences
2	**Simple Future in the Past** (other names: *Conditional I* Present Conditional, *Simple Conditional*)	**Your mother would clean the window.** Your mother would not clean the window. Would your mother clean the window? Would your mother not clean the window?	**The window would be cleaned (by your mother).** The window would not be cleaned (by your mother). Would the window be cleaned (by your mother)? Would the window not be cleaned (by your mother)?	if sentences (If I were you, I would go home.)
1	**Simple Continuous Present** (other names: Present Continuous, Present Progressive)	**Your mother is cleaning the window.** Your mother is not cleaning the window. Is your mother cleaning the window? Is your mother not cleaning the window?	**The window is being cleaned (by your mother).** The window is not being cleaned (by your mother). Is the window being cleaned (by your mother)? Is the window not being cleaned (by your mother)?	at the moment, just, just now, Listen!, Look!, now, right now
2	**Simple Continuous Past** (other names: Past Continuous, Past Progressive)	**Your mother was cleaning the window.** Your mother was not cleaning the window. Was your mother cleaning the window? Was your mother not cleaning the window?	**The window was being cleaned (by your mother).** The window was not being cleaned (by your mother). Was the window being cleaned (by your mother)? Was the window not being cleaned (by your mother)?	when, while, as long as
1	**Simple Continuous Future** (other names: Future Continuous, Future I Progressive)	**Your mother will be cleaning the window.** Your mother will not be cleaning the window. Will your mother be cleaning the window? Will your mother not be cleaning the window?	**The window will be being cleaned (by your mother).** The window will not be being cleaned (by your mother). Will the window be being cleaned (by your mother)? Will the window not be being cleaned (by your mother)?	in one year, next week, tomorrow
2	**Simple Continuous Future in the Past** (other names: Conditional I Progressive, Present Conditional Continuous, *Simple Conditional Continuous*)	**Your mother would be cleaning the window.** Your mother would not be cleaning the window. Would your mother be cleaning the window? Would your mother not be cleaning the window?	**The window would be being cleaned (by your mother).** The window would not be being cleaned (by your mother). Would the window be being cleaned (by your mother)? Would the window not be being cleaned (by your mother)?	if sentences

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Active Voice:	Present Participle: cleaning	Past Participle: cleaned	Perfect Participle: having cleaned	Simple Gerund: cleaning	Perfect Gerund: having cleaned
Passive Voice:	Present Participle: being cleaned	Past Participle: been cleaned	Perfect Participle: having been cleaned	Simple Gerund: being cleaned	Perfect Gerund: having been cleaned

Active Voice:	Subjunctive: Present: clean	Subjunctive: Past: cleaned	Subjunctive: Future: should clean	Plain Imperative: clean!	Intensive Imperative: do (not) clean!
Passive Voice:	Subjunctive: Present: be cleaned	Subjunctive: Past: were cleaned	Subjunctive: Future: should be cleaned	Plain Imperative: be cleaned!	Intensive Imperative: do (not) get cleaned!

THE PERFECT TENSES		ACTIVE VOICE	PASSIVE VOICE	Signal Words
1	**Perfect Present** (other names: Present Perfect, Perfect Present)	**Your mother has cleaned the window.** Your mother has not cleaned the window. Has your mother cleaned the window? Has your mother not cleaned the window?	**The window has been cleaned (by your mother).** The window has not been cleaned (by your mother). Has the window been cleaned (by your mother)? Has the window not been cleaned (by your mother)?	already, ever, just, never, not yet, so far, till now, up to now
2	**Perfect Past** (other names: Past Perfect, Perfect Past)	**Your mother had cleaned the window.** Your mother had not cleaned the window. Had your mother cleaned the window? Had your mother not cleaned the window?	**The window had been cleaned (by your mother).** The window had not been cleaned (by your mother). Had the window been cleaned (by your mother)? Had the window not been cleaned (by your mother)?	already, just, never, not yet, once, until that day if sentence (If I had talked, …)
1	**Perfect Future** (other names: Future II, Future Perfect, Perfect Future)	**Your mother will have cleaned the window.** Your mother will not have cleaned the window. Will your mother have cleaned the window? Will your mother not have cleaned the window?	**The window will have been cleaned (by your mother).** The window will not have been cleaned (by your mother). Will the window have been cleaned (by your mother)? Will the window not have been cleaned (by your mother)?	by Monday, in a week
2	**Perfect Future in the Past** (other names: Conditional II, Conditional Perfect, *Perfect Conditional*)	**Your mother would have cleaned the window.** Your mother would not have cleaned the window. Would your mother have cleaned the window? Would your mother not have cleaned the window?	**The window would have been cleaned (by your mother).** The window would not have been cleaned (by your mother). Would the window have been cleaned (by your mother)? Would the window not have been cleaned (by your mother)?	if sentences (If I had seen that, I would have helped.)
1	**Perfect Continuous Present** (other names: Present Perfect Continuous Present Perfect Progressive)	**Your mother has been cleaning the window.** Your mother has not been cleaning the window. Has your mother been cleaning the window? Has your mother not been cleaning the window?	**The window has been being cleaned (by your mother).** The window has not been being cleaned (by your mother). Has the window been being cleaned (by your mother)? Has the window not been being cleaned (by your mother)?	all day, for 4 years; since 1993; the whole week; how long?,
2	**Perfect Continuous Past** (other names: Past Perfect Continuous, Past Perfect Progressive)	**Your mother had been cleaning the window.** Your mother had not been cleaning the window. Had your mother been cleaning the window? Had your mother not been cleaning the window?	**The window had been being cleaned (by your mother).** The window had not been being cleaned (by your mother). Had the window been being cleaned (by your mother)? Had the window not been being cleaned (by your mother)?	for, since, the whole day, all day
1	**Perfect Continuous Future** (other names: Future II Continuous, Future II Progressive)	**Your mother will have been cleaning the window.** Your mother will not have been cleaning the window. Will your mother have been cleaning the window? Will your mother not have been cleaning the window?	**The window will have been being cleaned (by your mother).** The window will not have been being cleaned (by your mother). Will the window have been being cleaned (by your mother)? Will the window not have been being cleaned (by your mother)?	all day long, since Friday, for …, the last couple of hours, For 5 minutes, for two weeks,
2	**Perfect Continuous Future in the Past** (other names: Conditional II Progressive, Perfect Continuous Progressive *Perfect Conditional Continuous*)	**Your mother would have been cleaning the window.** Your mother would not have been cleaning the window. Would your mother have been cleaning the window? Would your mother not have been cleaning the window?	**The window would have been being cleaned (by your mother).** The window would not have been being cleaned (by your mother). Would the window have been being cleaned (by your mother)? Would the window not have been being cleaned (by your mother)?	if sentences

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S5.) Simple Continuous Present Tense

We use the *Simple Continuous Present tense* to show we are in the middle of an activity that is in progress at this moment. The activity started in the past and will go on in the future.
Example:
I am reading / I am writing.

So when we use the Simple Continuous Present tense we are talking about something that is still not yet finished or complete at the time of speaking.

We use the Simple Present Continuous:
for an **action** that is **still happening** at the time of speaking.
Example:
She *is cooking* a meal now.

for an **action** that is **still going on about this time** but not necessary at the time of speaking.
Example:
Jack *is teaching* at a secondary boys' school. (He is not actually teaching now. He may be watching television or playing with his cat at the moment of speaking.)

to talk about an **action** that has been **planned** or arranged to take place at a **particular time in** the immediate or distant **future**.
Example:
We *are performing* magic tricks on stage in two weeks.

to describe a **situation** that is **temporary** and does **not** happen as **usual**.
Example:
He is usually the hero of the film, but he *is playing* the role of a villain.

for a **changing** or evolving **situation**.
Example:
Pollution *is causing* global warming.

to describe a **repeated action** that the speaker finds **irritating**.
Example:
He *is* forever *making* unfavourable comments about his mother-in-law.

with '**always**', '**very often**', '**forever**', '**constantly**' to describe an action that happens many times or **frequently**.
Example:
My old car is **always** breaking down.
I am **very often** going to my mum's for tea or coffee.
She is constantly reminding me to pay back the money I owe her.

with **time expressions** such as *now, at this moment, at present, in a minute, just now, today, tonight, tomorrow, nowadays, this week, next week, these days, this year*.

With Simple Continuous Present questions. Example: Is he eating? Is your dog barking at the postman? What are your cats doing in my garden? Am I dreaming?

We use the Simple Continuous Present in the following ways:

Statement: *I am shaving* – we place the Verb to be (am/is/are) after the Subject (I).
Negative: *He is **not** sleeping* – we place **not** after the Verb **to be** (am / is / are).
Question: *Are they coming here?* – we place the Verb **to be** (am/is/are) before the Subject (they).
Question with a Question word: **Why** are they coming here? – we place the Question word before the Verb **to be** (*am / is / are*).

The agreement of the Simple Continuous with Simple tenses:

These tenses can follow one another:
In the evening, she was at home. She was doing her homework. (Simple Continuous Past)
In the evening, she is at home. She is doing her homework. (Simple Continuous Present)
In the evening, she will be at home. She will be doing her homework. (Simple Continuous Future)

The *Simple Continuous Future tense* and the *Simple Future tense*:
Will you be coming to the party tonight? (Simple Continuous Future)
Will you come to the party tonight? (Simple Future tense)
The choir will be singing when the bride and bridegroom enter the church. (Simple Continuous Future - The choir will sing before the bride and bridegroom enter the church.)
The choir will sing when the bride and bridegroom enter the church. (Simple Future tense - The bride and bridegroom will enter the church and then the choir will sing.)

Sometimes there is little or no difference between the *Simple Future Continuous tense* and the *Simple Future tense*:
He will be having lunch with us.
He will have lunch with us.

More than one way is possible to express a future action, and often they have similar meaning.
Some guests will be arriving late.
Some guests will arrive late.
Some guests are arriving late.

S6.) Simple Continuous Past Tense

The ***Simple Continuous Past tense*** is used:
for an action that was taking place in the past when a shorter action (expressed in the simple past tense) happened.
Example: *I was camping when I got stung by a bee.*
Example: *When I visited him in the hospital, he was snoring loudly.*
Example: *While he was reading the newspaper, he fell asleep.*
Example: *While I was talking to him, his eyes looked somewhere else.*
Note: Here we use the *Simple Continuous Past tense* and the *Simple Past tense* **together**!

with **while** to describe **two actions** that were going on at the **same time** in the past.
Example: *While my brother was laughing, my sister was crying.*
Example: *My father was drinking while my mother was eating.*

for an **action** that was **happening** and **not yet finished** at a particular time or throughout a period of time in the past. We do not state when the action started or ended.
Example: *Grandma was knitting a sock at 11 o'clock last night.*
Example: *They were hunting wild boars all evening.*

to show that we **were** in the **middle** of an **action**.
Example: *I was collecting old newspapers.* (I was in the middle of doing the collecting.)
Example: *The police sirens were wailing.*

in **Reported** or Indirect **Speech**.
Example: *"Were you catching a train to Milford, Jane?"* asked Frank.
(Frank asked Jane if she was catching a train to Milford.)

to describe the **introductory** scene for a **story** written in the *Simple Past tense*.

Example: *The sun was shining after weeks of rain. The flowers were waving in the breeze.*

Verbs which are not normally used in the Continuous form

We use the *Continuous forms*, both Present and Past, with actions but not with Verbs that refer to **states** and **feelings**. The *Simple Present tense* and *Simple Past tense* are used for such *Stative Verbs*. Some of the *Stative Verbs* include: **feel, hear, see, smell, taste, believe, doubt, forget, know, understand, wish, like, love, desire, notice, remember,** and **want**..

Example: *I forget your name.* (NOT I am forgetting your name.)
Example: *I forgot your name.* (NOT I was forgetting your name.)
Example: *He believes what I say.* (NOT He is believing what I say.)
Example: *We understood the instructions.* (NOT We were understanding the instructions.)
Example: *Do you hear that noise?* (NOT: Are you hearing that noise?)
Example: *Did you hear that noise?* (NOT: Were you hearing that noise?)
Example: *I understand the instructions.* (NOT: I am understanding the instructions.)

Difference between the Simple Continuous Past tense and the Perfect Past tense
a) I was eating when Bob came.
b) I had eaten when Bob came.

Meaning in (a): The *Simple Continuous Past tense* expresses an activity that was in progress when another event took place.
Meaning in (b): The *Perfect Past tense* expresses an activity that was completed before another event took place.

The Passive form of the Simple Continuous Past tense
The Passive form consists of **was** or **were** + **being** + the **Past Participle** of the Verb.
We use the *Passive form* of the *Simple Continuous Past tense* to express an action done **to** the Subject. The action must be in the past and must be unfinished at the time concerned.
Example: *My house was being renovated so I stayed in a nearby hotel.*
Example: *They arrived while dinner was being prepared.*

We use **when** with the *Simple Continuous Past* and *Simple Past tenses*:
    to show that an **action** or event described in the Simple Continuous Past tense **started before the event** expressed in the *Simple Past tense.*
Example: Two women were fighting in the street when the police arrived. (The fighting started before the police arrived.)

    to show that an action or event described in the *Simple Continuous Past tense* was **going on** when the event expressed in the Simple Past tense took place.
Example: They were having a barbecue when the rain started falling. (The rain fell when the barbecue was in progress.)

    to show **time order** of events.
Example: *When I woke up, my brother was brushing his teeth.* (I woke up during his brushing his teeth.)
Example: *When I woke up, my brother brushed his teeth.* (I woke up, then my brother brushed his teeth.)
Example: *He was bathing his pet puppy when I visited him.* (He started the bathing before my visit and the bathing was in progress at the time of my visit.)
Example: *He bathed his pet puppy when I visited him.* (Two complete events: I visited him and then he bathed his pet.)

Difference in time order between Simple Continuous Past and Simple Past tense.

1) *When we reached there, it rained.*
2) *When we reached there, it was raining.*
Meaning in (1), reaching there then raining started.
Meaning in (2), reaching there when it was raining.

Note the differences between these sentences:

Example: *He was writing a letter yesterday.* (Letter was not finished yesterday.)
Example: *He wrote a letter yesterday.* (Completed the letter.)
Example: *While Jill was reading a book, her mother was sleeping.* (Two actions in progress simultaneously.)
Example: *While I read a book, my mother slept.* (Two complete events happened simultaneously.)
Example: *My father was having a shave at 7 o'clock.* (The shave started before 7 o'clock and was still in progress at 7 o'clock.)
Example: *My father had a shave at 7 o'clock.* (The shave started at 7 o'clock until completion.)

Having the same meaning.
a) *They were watching television all night.* (Watching television went on throughout the night.)
b) *They watched television all night.* (Watching television from the beginning to the end of the night.)
(a) and (b) have the same meaning.
c) *When she came in, I was dreaming.* (She came in at the time of my dreaming.)
d) *She came in **while** I was dreaming.* (She came in during my dreaming.)
(c) and (d) have the same meaning.

S7.) Simple Continuous Future Tense

The **Simple Continuous Future tense** is made up of the *Simple Future tense* of the Verb to be (**shall be** / **will be**) + a Present Participle (Verb + -ing), as follows: *We shall / will bejogging.*

We use the *Simple Continuous Future tense*:
    for an action that lasts a period of time in the future.
Example: *His father will be working the whole day tomorrow.*

    for an **action** that has been **planned**.
Example: *They will be going on vacation this summer.*

    to express an **action** that will be in progress at a certain or **specified time** in the future.
Example: *We will / shall be sleeping by the time you return.*
Example: *At this time next week, I shall / will be playing poker.*
Example: *Will they be coming at 6 p.m. tomorrow?*

    for an **action** which will happen as a matter of **routine** or as scheduled (without intention)
Example: *You will be working with Miss Cool again when you turn up for work tomorrow.*
Example: *The first train will be departing at 5.30 a.m.*
    to seek a favour of someone by asking about their plans
Example: *Will you be passing the post office on your way home?*

    to **ask for information**
Example: *Will you be joining the drinking session tonight?*

    To make a **prediction** about something in the future.
Example: *She will be feeling very sad after learning the truth.*
(When in doubt, we can use may instead of shall/will. Example: *She may be feeling very sad after learning the truth*.)

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S8.) *Simple Continuous Future In The Past Tense*

With the **Simple Continuous Future tense in the Past** we express the so-called **"Present Conditional Continuous"**, better called **Simple Continuous Conditional** as it is **no** *Present tense* at all. It is used in the if-clauses of a Conditional sentence. See Chapter "If-Sentences And Conditional Tenses"!

P1.) *Perfect Present Tense*

The **Perfect Present tense connects the present to the past**. It describes an action that happened in the past and goes right to the present moment. The time of occurrence of the action is not mentioned. Usually, the **time is not important** or is not necessary to know. It is **the result** of the action that **matters**. It tells us the outcome to date of the action. In other words, "Frank has gone" tell us that "Frank is no longer with us".

To express something in the *Perfect Present tense*, join the *Simple Present tense* of **have** / **has** with the *Past Participle* of the main Verb (which can be a Regular Verb or Irregular Verb).

P2.) *Perfect Past Tense*

The **Perfect Past tense** describes an event that happened in the past **before another event** was completed in the past. It tells us **which event happened first** regardless of which event is mentioned first or second in a sentence or conversation.

The *Perfect Past tense* is used:
1. to show an **action happened** in the past **before another event took place.**

Words usually used with the *Perfect Past tense* are **when** and **after**.
Example: *They had already finished their dinner when I arrived to join them.*
Example: *When he had done his homework, he went for a smoke in the park.*
Example: *After I had eaten five apples, I felt ill.*
Example: *I arrived at the cinema after the film had started.*

In each of the above examples there are two past actions. The *Perfect Past tense* is **combined** with a *Simple Past tense* to show **which** of the two actions **happened earlier**.
The **event** in the *Perfect Past* tense **occurred before** the **event** in the *Simple Past* tense.

Words such as **already**, **just** and **as soon as** are also used with the *Perfect Past tense*.
Example: *It had already stopped raining when I bought an umbrella.*
Example: *The whole house had just burnt down when the firemen got there.*
Example: *As soon as she had got married, she regretted it.*

2. for an action which happened **before a definite time** in the past.
Example: They had finished their prayers by ten o'clock.

3. for an action which took place and **completed** in the past.
Example: He had hurt his back in an accident at work and he had to stay at home for three months. (The action happened and he suffered the consequences all in the past)

4. for **states**.
Example: They had become good friends for many years after meeting on holiday.

When two actions were completed in the past, use a **Perfect Past** tense to clarify which event happened **earlier**.
a) INCORRECT: *The museum occupied the building where the art gallery was.*
b) CORRECT: *The museum occupied the building where the art gallery had been.*
c) INCORRECT: *The list of movies you showed me, I saw before.*
d) CORRECT: *The list of movies you showed me, I had seen before.*
In (a), the use of two Simple Past tenses (occupied; was) imply the

museum and the art gallery occupied the same building at the same time, which was not the case. In (b), the use of the *Perfect Past tense* (had been) sorts out the order of occupation of the building.
In (c), 'I saw before' clearly indicates it happened before the list was showed to me, and so should be in the *Perfect Past tense* as in (d).

Sometimes the *Perfect Past tense* and the *Simple Past tense* are used separately in different sentences.
Example: *This morning we visited John in the hospital. He had just been admitted with stomach pains.*
The *Simple Past tense* precedes the *Perfect Past tense*. Notice the action in the *Perfect Past tense* happened first.

Before and after
As mentioned above, the event expressed in the *Perfect Past tense* occurred earlier than the event in the *Simple Past tense*. However, when before or after is used in a sentence, the *Perfect Past tense* becomes unnecessary as the two words - before or after – already clarify which action takes place first. We can use the *Simple Past tense* instead. Look at these examples.

a) *After she had read the letter, she tore it into pieces.*
b) *After she read the letter, she tore it into pieces.*
c) *We had left the stadium before the match ended.*
d) *We left the stadium before the match ended.*
Changing the Perfect Past tense to Simple Past tense does not affect the meaning of the sentences as (a) and (b) have the same meaning, and (c) and (d) have the same meaning.

How we use the Perfect Past tense and the Perfect Present tense

The salad bowl was empty. I had eaten the salad.
The salad bowl is empty. I have eaten the salad.
We were tired. We had just had a long walk.
We are tired. We have just had a long walk.
Grandma was limping. She had fallen down a drain.
Grandma is limping. She has fallen down a drain.

How we use the Perfect Past tense and the Simple Past tense

George *is the captain of his football team. He* started *playing football when he was 9 years old. He* became *the best striker in the country when he* was *only seventeen.*

George was *the captain of his football team. He* had started *playing football when he was 9 years old. He* had become *the best striker in the country when he* was *only seventeen.*

Indirect speech
The Perfect Past tense is often used in Reported or Indirect Speech. It is used in place of the verb in the:
1. Perfect Present tense in the direct speech:
    Direct speech: He said, *"I have lost my puppy."*
    Indirect speech: *He said he had lost his puppy.*
2. Simple Past tense in the direct speech:
    Direct speech: *She said, "I made the biggest birthday cake in town."*
    Indirect speech: *She said she had made the biggest birthday cake in town*

Perfect Past tense used after 'if' , 'if only' and 'wish'
The *Perfect Past tense* is used to express an impossible condition as it refers to something which did or did not happen in the past.

Example: I would have bought two if I had brought enough money.
Example: If only he had shut up at the meeting.
Example: I wish you had bought one for me.
Example: They wish they had not seen that scary movie.

Perfect Past tense used after certain expressions
Perfect Past tense is often used after the following expressions in bold:
I knew (that) his brother had gone to work overseas.
I didn't know (that) he had stopped smoking.
I thought (that) we had got on the wrong train.
I was sure (that) their birds had eaten my bananas.
I wasn't sure (that) the snake had bitten him.

A comment on the Passive form of the Perfect Past tense
We put been in front of the Past Participle in the active form to make the Passive form.
The Passive form is used to show that something was done **to** the Subject and not **by** the Subject.
Example: *He said he had been chased by a rhinoceros.*
Example: *I did not know that I had been invited to her wedding.*

P3.) Perfect Future Tense

The **Perfect Future tense** is formed by using the *Simple Future tense* of the Verb **to have** (will have) + the Past Participle of the main Verb. It is used for an action which will have finished by some future time or date as mentioned:

Statement: *She **will have sewn** the patch on her jeans by nine o'clock*
Question: ***Will** the people **have put** out the fire by the time the firemen arrive?*

The *Perfect Future tense* is used:

to show that an activity will be **completed** by a **specified time** in the future.

Example: I ***will have saved*** about one million dollars by the year 2090.

to show that an action will be **completed before** another takes place in the future.

Example: *The fire **will have burnt** the building to the ground by the time the firemen arrive.*

to show a **situation will be over** in the future.

Example: **The special offer – buy two, get one free – will have finished by midday tomorrow.**

with Conditional '**if**'.

Example: *If you don't hurry up, we **will have eaten** all the food when you get to the table.*

with time clause. The *Perfect Future tense* may come either **before or after** the **time clause**.

a) *On April 1st, she will have been here for six months.*
b) *She will have been here for six months on April 1st.*
c) *We will have waited for more than thirty minutes by the time the bus arrives.*

Time clauses: On April 1st / by the time the bus arrives. Main clauses: She will have been here for six months. We will have waited for more than thirty minutes. A comma is placed at the end of a time clause when the time clause comes before the main clause as in (a).

with **time expressions** such as by seven o'clock, by this evening, by next Thursday, by then, until noon tomorrow, before closing date.
Example: He will have prepared the documents by next Friday.

The *Perfect Future tense* and the *Perfect Continuous Future tense*:
a) *When Joan competes in the marathon next week, she will have trained for nine months.*
b) *When Joan competes in the marathon next week, she will have been training for nine months.*
Both (a) and (b) have the same meaning.

P4. *Perfect Future Tense In The Past*

With the ***Perfect Future tense in the Past*** we express the so-called **Perfect Conditional** tense, which is also known as **Conditional II**.
It is used in the if-clauses of a Conditional sentence. See Chapter "If-Sentences And Conditional Tenses"!

P5. *Perfect Continuous Present Tense*

The **Perfect Continuous Present tense** is used:
    for an action that began in the past and has been continuing up to now (and may still be going on)
Example:
    Cecilia and I have been talking about getting married.

    used for an **action** that **began and** just **finished** in the past.
Example: *"Look how dirty your hands are." "Yes, I have been repairing the car."*

    often used with *since*, *for*, *ever since*, etc.
Examples:
    Grandpa has been playing with his grandchildren for hours.
    I have been looking for the missing piece of the jigsaw since ten o'clock.
    He has been working there ever since he went there for a holiday.

    also used with **all** (all day, all evening, all week) to indicate duration of an activity, **lately**, etc.
Examples:
    *He has been suffering from toothache **all** day.*
    *I have been feeling ill **lately**.*

    used with **how long** to form questions.
Example:
    ***How long** have you been studying English?*

    without mention of **time**
Example:
    We have been having a lot of difficulties with our new computer system. (describes a difficult situation that is not over.)

P6.) *Perfect Continuous Past Tense*

The *Perfect Continuous Past tense* is used:
    for an action that occurred over a period of time in the past.
Example: He had been playing saxophone in a jazz band.

    for an **action** which **started and finished** in the past **before another past action**. Here, since or for is usually used.
Example: Jack got a job at last. He had been looking for a job since last year.
Example: He and his brother had been playing badminton together for ten years before one of them got married.

    in **reported speech**, the present perfect continuous tense becomes past perfect continuous tense.
Example: John said, "We have been traveling by train across Europe."
Example: John said they had been traveling by train across Europe.

Normally, the *Perfect Past Continuous tense* is **not used** for **states** or **feelings**.
NOT: He had been seeming pretty angry at me.
The Simple Past tense is used instead:
Example: He seemed pretty angry at me.

The Perfect Continuous Past and the Perfect Continuous Present
He was my tennis partner. We had been playing together for seven years.
He is my tennis partner. We have been playing together for seven years.
It was midnight and you had been watching television for four hours.
It is midnight and you have been watching television for four hours.

Why was he so angry? What had they been doing to him?

Why is he so angry? What have they been doing to him?

She had been shopping for eight hours for a new dress, but couldn't find one she liked.

She has been shopping for eight hours for a new dress, but can't find one she likes.

The Perfect Continuous Past tense and the Perfect Past tense
a) I had been looking everywhere for you.
b) I had looked everywhere for you.
c) Sandy was very confident because she had been rehearsing hard for the play.
d) Sandy was very confident because she had rehearsed hard for the play.
The Perfect Continuous Past and Perfect Past tenses as used above convey the same meaning as in (a) and (b), (c) and (d).

The Perfect Continuous Past tense and the Simple Past tense
When I phoned, they all had been saying their prayers. (I phoned after the prayers.)
When I phoned, they all were saying their prayers. (I phoned during the prayers.)
We had been having our dinner when he arrived. (He arrived after dinner.)
We were having our dinner when he arrived. (He arrived during dinner.)

P7.) *Perfect Continuous Future Tense*

The **Perfect Continuous Future tense** is used:
to indicate the **length of time** that an action continues **in the future**. Example: *At noon tomorrow, my aunt will have been driving a hearse for fifteen years.*

to show an **action in progress until an event happens** in the future. Here, we usually make use of the time clause. The Future Perfect Continuous may come either before or after the time clause.
a) *By the time the bus arrives, we will have been waiting for more than thirty minutes.*
b) *We will have been waiting for more than thirty minutes by the time the bus arrives.*
Time clause: by the time the bus arrives. Main clause: we will have been waiting for more than thirty minutes. A comma is placed at the end of a time clause when the time clause comes before the main clause as in (a).

P8.) Perfect Continuous Future In The Past Tense

With the **Perfect Continuous Future in the Past tense** we express the so-called **Perfect Conditional tense**. It is used in the if-clauses of a Conditional sentence. See Chapter "If-Sentences And Conditional Tenses"!

IF-SENTENCES AND CONDITIONAL TENSES

Conditional tenses are used to speculate about what *could* happen, what *might have* happened, and what we wish *would* happen. In English, most sentences using the Conditional contain the word *if*. Many Conditional forms in English are used in sentences that include Verbs in one of the Past tenses. This usage is known as **"the Unreal Past"** because we use a Past tense but we are not actually referring to something that happened in the Past.

Conditional sentences are sometimes confusing for learners of English. We have to consider:
1. Which type of conditional sentence is it?
2. Where is the if-clause (either at the beginning or at the end of the conditional sentence)?
3. There are 5 types of conditional sentences: The **Zero** Conditional; **if**-clauses type **I, II, III**; and the **Mixed** type.
4. The Verb forms in the 2 clauses of a sentence must **agree with each other**. **AGREEMENT RULES: AN IF-CLAUSE IN PRESENT TENSE MUST HAVE A MAIN CLAUSE WITH VERBS OR MODAL VERBS IN THEIR PRESENT FORMS, AND AN IF-CLAUSE IN ANY KIND OF PAST TENSE MUST HAVE A MAIN CLAUSE WITH VERBS OR MODAL VERBS IN THEIR PAST FORMS!** (The so-called *"Present Conditional" is not a Present tense at all because it* contains the Modal Verbs "**would, should, could, might, ought to**". This is the reason why we here do not use confusing names such as "Present Conditional" but according to the Past forms of their Modal Verbs "***Simple Future in the Past, Simple* Continuous Future in the Past, Perfect Future in the Past, Perfect Continuous Future in the Past** "*)

There are 5 main ways of constructing Conditional sentences in English. In all cases, these sentences are made up of an **if-clause** (either in the ***Simple Present, Simple Past,*** or the ***Perfect Past***) and a **main clause** (either in the ***Simple Present, Simple Future, Simple Future in the Past, Simple Continuous Future in the Past, Perfect Future in the Past*** or the ***Perfect Continuous Future in the Past***). (Mind: In many negative Conditional sentences, there is an equivalent sentence construction using "unless" instead of "if".)

Type	Meaning	If-clause Verb tense	Main clause Verb tense
Zero	General or **certain** facts and truths	Simple **Present** (I **go**)	Simple **Present** (I **do**)
Type 1	A possible condition and its **probable** result. Condition **possible** to fulfill.	Simple **Present** (I **go**)	Simple Future (I **will** do; also with "shall, can, may, must". It is in reality a **Present** tense form!)
Type 2	A hypothetical condition and its **probable** result. Condition **in theory possible** to fulfill.	Simple **Past** (I **went**)	Simple Future in the **Past** (I **would** do; always also with "should, could, might, ought to") or Simple Continuous Future in the **Past** (I **would** be doing)
Type 3	An unreal past condition and its probable result in the past. time Condition **not possible** to fulfill (because too late).	Perfect **Past** (I **had** gone)	Perfect Future in the **Past** (I **would** have done) or Perfect Continuous Future in the **Past** (I **would** have been doing)
Mixed Type	An unreal Past Condition and its **probable** result in the present time	Perfect **Past** (I **had** gone) **like in type 3**	Simple Future in the **Past** (I **would** do) **like in type 2**

Look out: Verb examples are set in **bold** letters to show that they match!

LORD HENFIELD'S VERB GUIDE
on Verb tense Agreement
in Conditional sentences
(with short explanations):

THE ENTIRE PAST TENSE GROUP

All **Past tenses** talk about actions or events in a past **reality**.

All **Future Past tenses** talk about actions or events or wishes which are **not real**.

THE ENTIRE PRESENT TENSE GROUP

All **Present tenses** talk about actions or events in a present **reality**.

All **Future tenses** talk about actions or events in a future **reality**.

Simple Tenses:
• **Action that takes place once, never or several times.**
• **Actions that happen one after another.**
• **Actions that suddenly take place.**

Type 2 Conditional

Simple Past

Simple Future Past

Type 1 Conditional

Simple Present

Simple Future

Timeline

Mixed Conditional Type

Simple Continuous Tenses:
• **Action that started before a certain moment and lasts beyond that moment.**
• **Actions taking place at the same time.**

Simple Continuous Past

Simple Continuous Future Past

Simple Continuous Present

Simple Continuous Future

Mixed Type Conditional

Type 3 Conditional

Perfect Tenses:
• **Action taking place before a certain moment in time.**
• **Puts emphasis on the result of an action or state.**

Perfect Past

Perfect Future Past

Perfect Present

Perfect Future

Perfect Continuous Tenses:
• **Action taking place before a certain moment in time.**
• **Puts emphasis on the course or duration of the action.**

Perfect Continuous Past

Perfect Continuous Future Past

Perfect Continuous Present

Perfect Continuous Future

COMMENT on Usage: The Mixed Type Conditional mixes the if-clause of Type 3 with a Conditional clause of Type 2, or the if-clause of Type 2 with a Conditional clause of Type 3.
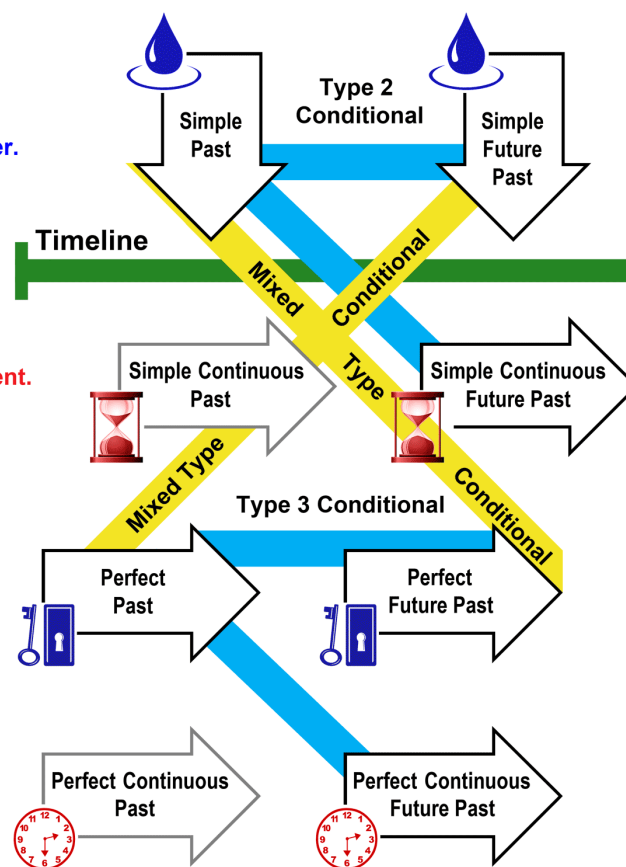
The **Simple Past** and the **Perfect Past** can be used in if-clauses!

All these **Future Past tenses** can be used either in Type 2 or Type 3 Conditional clauses!
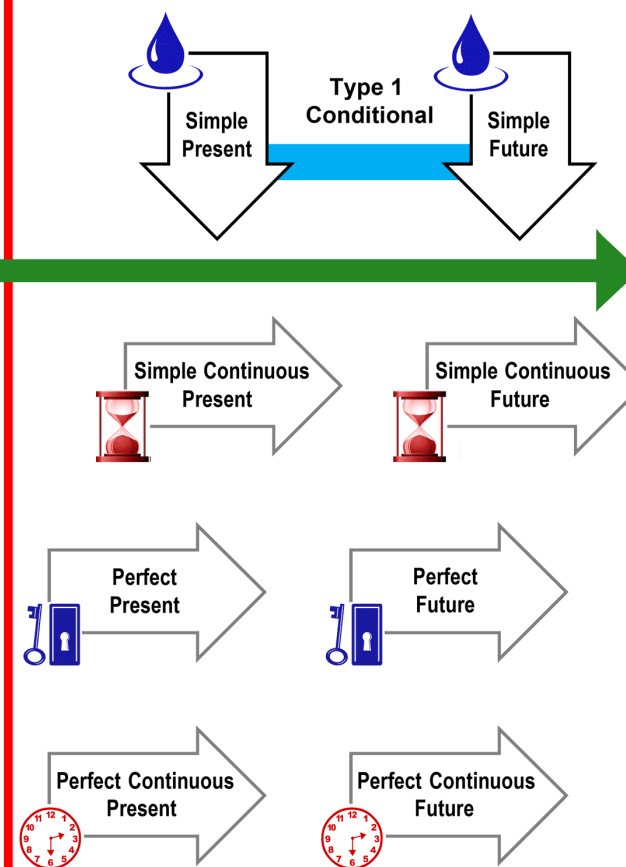
The **Simple Present** can be used in Type 1 if-clauses and Zero Conditional clauses!

The **Simple Future** can be used in Type 1 Conditional clauses!

The Unreal Past

Before we deal with the 5 Conditional types, we need to know what the **Unreal Past** is. The *Past tense* is sometimes used in English to refer to an unreal situation. So, although a Verb tense may be in the Past, we are actually talking about something that **did not** happen. This is often the case in Conditional sentences when we are talking about a hypothetical situation that might exist at any time. We call this use of the Past tense "the Unreal Past". The Unreal Past is used after Conditional words and expressions like *if, if only, what if*, *supposing*, *I'd rather (I had rather).* and after the Verb *to wish*. We may ignore the **Agreement Rules** when we refer to a **probable, guessed, wanted or not wanted outcome**. Here the Present tense may be followed by the Past or by Modal Verbs in the Past "would, should, could, might, ought to".

Conditional words and expressions

The expressions *if, supposing, if only, what if* can be used to introduce hypothetical situations and followed by a the simple past tense to indicate that the condition they introduce is imaginary.

Examples:
  *Supposing all frozen ice of the polar caps melt. **What if** we painted the kitchen yellow? **If** you went to the cinema, I would babysit. **If only** I had more money, I could go to the cinema too.*

These expressions can also introduce hypothetical situations in the past and then they are followed by the Perfect Past.

Examples:
  *If only I had not spent all the money. **What if** you had stepped on my phone? **Supposing** I had given that man my key.*

Wishes:

The verb **to wish** is used with the Unreal Past when we want to talk about situations in the present that we are not happy about but cannot change.

Examples:
  *I **wish** I had more money. She **wishes** she was beautiful. We **wish** we could come to your party.* (no agreement)

When we want to talk about situations in the past that we are not happy about or actions that we regret, we use the verb **to wish** followed by the Perfect Past.

Examples:
  *I **wish** I had not said that.   He **wishes** he had not bought the car. I **wish** I had taken that job in New York.* (no agreement)

When we want to talk about situations we are not happy about and where we want someone else to change them, we use **to wish** followed by **would** + *infinitive*. (no agreement)

Examples:
  *I **wish** he would stop smoking. I **wish** you would go away. I **wish** you would not squeeze the toothpaste from the middle!*

Preferences using "I'd rather" and "It's time"

I'd rather (I had rather) and *it's (it was) time* are also followed by the Unreal Past. The Verb is in the Past tense, but the situation is in the Present. When we want to talk about a course of action we would prefer someone else to take, we use *I'd rather* + *Past tense*.

Examples:

> *I'd rather* you went. *He'd rather* you called the police. *I'd rather* you didn't hunt elephants.

The stress can be important in these sentences, to show what our preference is.

Examples:

> *I'd rather **you** went. (instead of me) I'd rather you **went**. (instead of staying) He'd rather **you** called the police. (instead of me) He'd rather you called the **police**. (instead of the firemen)*

Similarly, when we want to say that now is a suitable moment to do something, either for ourselves or for someone else, we use *it's time* + *Past tense*.

Examples:

> *It is time* you paid that bill. *It is time* I went home. Do you not think *it is time* you had a haircut?

The Zero Conditional

The **Zero Conditional** is used for when the time being referred to is **now or always** and the situation is **real and possible**.

| If clause (condition) | Main clause (result) |
If + Simple Present	Simple Present
If this thing **happens**,	that thing **happens**.
If you **heat** ice	it **melts**.
If it **rains**	the grass **gets** wet.

The *Zero Conditional* is often used to refer to general facts or truths. The tense in both parts of the sentence is the *Simple Present tense*. In Zero Conditional sentences, we can replace "**if**" with "**when**", because both express general truths. The meaning will be unchanged.

As in all Conditional sentences, the order of the clauses is not fixed. You may have to rearrange the Pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

Examples:

if-clause first = **comma** needed	if-clause last = **no comma** needed
If you heat ice**,** it melts.	Ice melts **if** you heat it.
When you heat ice**,** it melts.	Ice melts **when** you heat it.
If it rains**,** the grass gets wet.	The grass gets wet **if** it rains.
When it rains**,** the grass gets wet.	The grass gets wet **when** it rains.

Function

The *Zero Conditional* is used to make statements about the real world, and often refers to general truths, such as scientific facts. In these sentences, the time is **now or always** and the situation is **real and possible**.

Examples

- If you **freeze** water, it **becomes** a solid.
- Plants **die** if they **do** not get enough water.
- If my husband **has** a cold, I usually **catch** it.
- If public transport **is** efficient, people **stop** using their cars.
- If you **mix** yellow and blue, you **get** green.

The *Zero Conditional* is also often used to give instructions, using the Imperative in the main clause.

Examples

- If Bill **phones**, **tell** him to meet me at the cinema.
- **Ask** Pete if you **are** not sure what to do.
- If you **want** to come, **call** me before 5:00.
- **Meet** me here if we **get** separated.

.

Type 1 Conditional

The **type 1 Conditional** is used to refer to the **Present** or **Future** where the **situation is real**.

If clause (condition) If + Simple Present	Main clause (result) Simple Future
If this thing **happens**	that thing **will** happen.
If you **do** not hurry	you **will** miss the train.
If it **rains** today	you **will** get wet.

The *type 1 Conditional* refers to a possible condition and its probable result. In these sentences the if-clause is in the Simple Present, and the main clause is in the Simple Future (which is made with Modal Verb forms in their Present tense *will, shall, can, may, must*) .

As in all Conditional sentences, the order of the clauses is not fixed. You may have to rearrange the Pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

Examples:

if-clause first = **comma** needed	if-clause last = **no comma** needed
If it rains**,** you will get wet.	You will get wet **if** it rains.
If Jane is late again**,** I will be mad.	I will be mad **if** Jane is late again.
If you do not hurry**,** you will miss the train.	You will miss the train **if** you do not hurry.

Function

The type *1 Conditional refers* to a *possible* condition and its *probable* result. These sentences are based on facts, and they are used to make statements about the real world, and about particular situations. We often use such sentences to give warnings. In type 1 Conditional sentences, the time is the **Present** or **Future** and the situation is **real**.

Examples:

- If I **have** time, I **shall** finish that letter.
- What **will** you do if you **miss** the plane?
- Nobody **will** notice if you **make** a mistake.
- If you **drop** that glass, it **will** break.
- If you **do** not drop the gun, I **will** shoot!
- If you **do** not leave, I **shall** call the police.

In *type 1 conditional* sentences, you can also use modals in the main clause instead of the future tense to express the degree of certainty, permission, or a recommendation about the outcome.

Examples:

- If you **drop** that glass, it might break. (no agreement)
- I **may** finish that letter if I **have** time.
- If he **calls** you, you should go. (no agreement)
- If you **buy** my school supplies for me, I **will** be able to go to the park.

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Type 2 Conditional

The **type 2 Conditional** is used to refer to a time that is **now or any time**, and a situation that is **unreal**. These sentences are not based on fact. The *type 2 Conditional* is used to refer to a hypothetical condition and its probable result. In *type 2 conditional sentences*, the if clause uses the simple past, and the main clause uses the **Simple Future in the Past (**with *would, should, could, might, ought to*):

If clause (condition) If + Simple Past	Main clause Future in the Past or Continuous Future in the Past
If this thing **happened**	that thing **would** happen. (but I am not sure this thing will happen) OR that thing **would** be happening.
If you **went** to bed earlier	you **would** not be so tired.
If it **rained**	you **would** get wet.
If I **spoke** Italian	I **would** be working in Italy.

As in all Conditional sentences, the order of the clauses is not fixed. You may have to rearrange the Pronouns and adjust punctuation when you change the order of the clauses, the meaning is the same.

Examples:

if-clause first = **comma** needed	if-clause last = **no comma** needed
If it rained, you would get wet.	You would get wet **if** it rained.
If you went to bed earlier you would not be so tired.	You would not be so tired **if** you went to bed earlier.
If she fell, she would hurt herself.	She would hurt herself **if** she fell.

Function

The *type 2 Conditional* refers to an *unlikely* or *hypothetica*l condition and its *probable* result. These sentences are not based on the actual situation. In type 2 Conditional sentences, the time is **now or any time** and the situation is **hypothetical**.

Examples:

- If the weather **was / were** not so bad, we **would** go to the park. (But the weather **is** bad so we **can**not go.)
- If I **was / were** the Secretary of Education, I would give everyone a better education. (But I am not the Secretary of Education.)
- If you really **loved** me, you **would** buy me a diamond ring.
- If I **knew** where she lived, I **would** go and see her.

It is correct, and very common, to say "if I were" instead of "if I was", because **were** represents the *Subjunctive Mood*.

More Examples:
- If I **were** taller, I **would** buy this dress.
- If I **were** 20, I **would** travel the world.
- If I **were** you, I **would** give up smoking.
- If I **were** a plant, I **would** love the rain.

In *type 2 Conditional* sentences, you can also use Modal Verbs in the main clause instead of "would" to express the degree of certainty, permission, or a recommendation about the outcome.

Examples:
- We **might** buy a larger house if we **had** more money
- He **could** go to the concert if you **gave** him your ticket.
- If he **called** upon me, I **could** not avoid letting him in.

The **Simple Future in the Past tense** with "to go":

Positive Statement	Negative Statement	Positive Question	Negative Question
I would go	I would not go	Would I go?	Would I not go?
You would go	You would not go	Would you go?	Would you not go?
He would go	He would not go	Would he go?	Would he not go?
We would go	We would not go	Would we go?	Would we not go?
You would go	You would not go	Would you go?	Would you not go?
They would go	They would not go	Would they go?	Would they not go?

Function of the Simple Future in the Past Continuous tense

This form is common in *type 2 Conditional* sentences. It expresses an **unfinished or continuing action or situation**, which is the probable result of an **unreal condition**:

If clause (condition) If + Simple Past	Main clause (result) Simple Continuous Future in the Past
If this thing **happened**	that thing **would** be happening.
If I **told** him	he **would** be staying
If it **rained**	they **would** be going

The Future in the Past Continuous of any Verb is composed of three elements: **would + be + present participle**.

The **Future in the Past Continuous tense** with "to go":

Positive Statement	Negative Statement	Positive Question	Negative Question
I would be going	I would not be going	Would I be going?	Would I not be going?
You would be going	You would not be going	Would you be going?	Would you not be going?
He would be going	He would not be going	Would he be going?	Would he not be going?
We would be going	We would not be going	Would we be going?	Would we not be going?
You would be going	You would not be going	Would you be going?	Would you not be going?
They would be going	They would not be going	Would they be going?	Would they not be going?

Examples:

- I **would** be working in Italy if I **spoke** Italian. (But I **do** not speak Italian, so I **am** not working in Italy)
- She **would** not be living with Jack if she **lived** with her parents. (But she **is** living with Jack and not with her parents).
- You **would** not be smiling if you **knew** the truth. (But you **are** smiling because you **do** not know the truth.)

Type 3 Conditional

The **type 3 Conditional** is used to refer to a time that is **in the Past**, and a situation that is **contrary to reality**. The facts they are based on are the opposite of what is expressed. The *type 3 Conditional* is used to refer to an unreal past condition and its probable result in the Past. In *type 3 Conditional* sentences, the if clause uses the Perfect Past, and the main clause uses the **Future Perfect in the Past** or **Future Perfect in the Past Continuous**.

If clause (condition) If + Perfect Past	Main clause (result) Perfect Future in the Past or Perfect Continuous Future in the Past
If this thing **had** happened	that thing **would** have happened. (but neither of those things really happened) OR that thing **would** have been happening.
If you **had** studied harder	you **would** have passed the exam.
If it **had** rained	you **would** have got(ten) wet.
If I **had** accepted that promotion	I **would** have been working in Toronto.

As in all Conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

Examples:

if-clause first = **comma** needed	if-clause last = **no comma** needed
If it had rained**,** you would have got(ten) wet.	You would have got(ten) wet **if** it had rained.
If you had worked harder**,** you would have passed your exam.	You would have passed your exam **if** you had worked harder.
If you had not lied to me before**,** I would have believed you.	I would have believed you **if** you had not lied to me before.

Function

The *type 3 Conditional* refers to an impossible condition in the past and its probable result in the past. These sentences are truly **hypothetica**l and **unreal**, because it is now **too late** for the condition or its result to exist. There is always some implication of **regret** with *type 3 Conditional* sentences. The reality is the opposite of, or contrary to, what the sentence expresses. In *type 3 Conditional* sentences, the time is the **past** and the situation is **hypothetical**.

Examples:
- If I **had** worked harder I **would** have passed the exam. (But I **did** not work hard, and I **did** not pass the exam.)
- If I **had** known you were coming I **would** have baked a cake. (But I didn't know and I didn't bake a cake.)
- I **would** have been happy if you **had** called me on my birthday. (But you didn't call me and I am not happy.)

In type 3 Conditional sentences, we can also use other Modal Verbs in the main clause instead of "would" in order to express the degree of certainty, permission, or a recommendation about the outcome.

Examples:
- If I **had** worked harder I **might** have passed the exam.
- You **could** have been on time if you **had** caught the bus.
- If he **called** you, you **could** go.
- If you **bought** a ticket for me, I **might** be able to go to the zoo.

Contractions

Both *would* and *had* can be contracted to *'d*, which can be confusing in type 3 conditional sentences. Remember 2 rules:
1. *would* never appears in the **if-clause** so if *'d* appears in the if clause, it must be abbreviating *had*.
2. *had* never appears before *have* so if *'d* appears on a Pronoun just before *have*, it must be abbreviating *would*.

Examples:
- If **I'd** known you were in hospital, **I'd** have visited you.
- If **I had** known you were in hospital, **I would** have visited you.
- **I'd** have got you a present if **I'd** known it was your birthday.
- **I would** have got you a present if **I had** known it was your birthday.
- If **you'd** given me your e-mail, **I'd** have written to you.
- If **you had** given me your e-mail, **I would** have written to you.

Tip: If you want to be understood correctly, avoid contractions!

The Perfect Future in the Past tense

The **Perfect Future in the Past tense** of any Verb is composed of three elements: **would + have + Past Participle**

Have followed by the **Past Participle** is used in other constructions as well. We could call it the "Perfect Infinitive".

The **Perfect Future in the Past tense** of "to go":

Positive Statement	Negative Statement	Positive Question	Negative Question
I would have gone	I would not have gone	Would I have gone?	Would I not have gone?
You would have gone	You would not have gone	Would you have gone?	Would you not have gone?
He would have gone	He would not have gone	Would he have gone?	Would he not have gone?
She would have gone	She would not have gone	Would she have gone?	Would she not have gone?
We would have gone	We would not have gone	Would we have gone?	Would we not have gone?
They would have gone	They would not have gone	Would they have gone?	Would not they have gone?

The Perfect Future in the Past Continuous tense

The **Perfect Future in the Past Continuous tense** of any Verb is composed of four elements: **would** + **have** + **been** + **Present Participle**

The **Perfect Future in the Past Continuous tense** of "to go":

Positive Statement	Negative Statement	Positive Question	Negative Question
I would have been going	I would not have been going	Would I have been going?	Would I not have been going?
You would have been going	You would not have been going	Would you have been going?	Would you not have been going?
He would have been going	He would not have been going	Would he have been going?	Would he not have been going?
She would have been going	She would not have been going	Would she have been going?	Would she not have been going?
We would have been going	We would not have been going	Would we have been going?	Would we not have been going?
They would have been going	They would not have been going	Would they have been going?	Would not they have been going?

Function

The **Perfect Future in the Past Continuous tense** can be used in type 3 conditional sentences. It refers to the unfulfilled result of the action in the if-clause, and expresses this result as an unfinished or continuous action.

Examples:

- If the weather **had** been better (but it wasn't), I **would** have been sitting in the garden when he arrived (but I **was** not).
- If she **had** not got a job in London (but she **did**), she **would** have been working in Paris (but she **was** not).
- If I **had** had a ball I **would** have been playing football.
- If I **had** known it was dangerous I **would** not have been climbing that cliff.

Mixed Type Conditional

The *mixed type Conditional* is used to refer to a time that is **in the past**, and a situation that is **ongoing into the present**.

The facts they are based on are the opposite of what is expressed. The *mixed type Conditional* is used to refer to an unreal past condition and its probable result in the present. In *mixed type Conditional* sentences, the if clause uses the Perfect Past, and the main clause uses the Future in the Past (= Simple Conditional).

If clause (condition) **If + Perfect Past or Simple Past**	**Main clause** (result) **Simple Future in the Past or Perfect Future in the Past**
If this thing **had** happened	that thing **would** happen. (but this thing did not happen so that thing is not happening)
If I **had** worked harder at school	I **would** have a better job now.
If we **had** looked at the map	we **would** not be lost.
If you **were** not afraid of spiders	you **would** have picked up the spider and (have) thrown it outside.

It is possible for the two parts of a Conditional sentence to refer to different times, and the resulting sentence is a "mixed conditional" sentence. There are two types of *mixed conditional sentence*.

A.) PRESENT RESULT OF A PAST CONDITION

In this type of mixed Conditional sentence, the tense in the 'if'-clause is the Perfect Past, and the tense in the main clause is the Simple Future in the Past (Simple Conditional).

If clause (condition) **If + Perfect Past**	**Main clause** (result) **Simple Future in the Past**
If this thing **had** happened	that thing **would** happen

As in all Conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

Examples:
- If I **had** worked harder at school, I **would** have a better job now.
- I **would** have a better job now if I **had** worked harder at school.
- If we **had** looked at the map we **would** not be lost.
- We **would** not be lost if we **had** looked at the map.
- If you **had** caught that plane you **would** be dead now.
- You **would** be dead now if you **had** caught that plane.

Function

This type of *mixed Conditional* refers to an unreal past condition and its probable result in the present time. These sentences express a situation which is contrary to reality both in the past and in the present. In these mixed Conditional sentences, the time is the **Past** in the "if" clause and in the **Present** in the main clause.

Examples
- If I **had** studied, I **would** have my driving license. (but I did not study and now I do not have my license)
- I **would** be a millionaire now if I **had** taken that job. (but I did not take the job and I am not a millionaire now)

- If you had spent all your money, you wouldn't buy this jacket. (but you didn't spend all your money and now you can buy this jacket)

In these *mixed Conditional* sentences, you can also use modals in the main clause instead of *would* to express the degree of certainty, permission, or a recommendation about the outcome.

Examples
- If you **had** crashed the car, you **might** be in trouble.
- I **could** be a millionaire now if I **had** invested in housing.
- If I **had** learned to ski, I **might** be on the slopes right now.

B.) PAST RESULT OF PRESENT OR CONTINUING CONDITION

In this second type of mixed Conditional sentence, the tense in the 'if' clause is the Simple Past, and the tense in the main clause is the Perfect Future in the Past (Perfect Conditional).

If clause (condition)	Main clause (result)
If + Simple Past	Perfect Future in the Past
If this thing **happened**	that thing **would** have happened

As in all Conditional sentences, the order of the clauses is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical.

Examples:

- If I **was** not afraid of spiders, I **would** have picked it up.
- I **would** have picked it up if I **was** not afraid of spiders.
- If we **did** not trust him we **would** have sacked him months ago.
- We **would** have sacked him months ago if we **did** not trust him.
- If I **was** not in the middle of another meeting, I **would** have been happy to help you.
- I **would** have been happy to help you if I **was** not in the middle of another meeting.

Function

These mixed conditional sentences refer to an unreal present situation and its probable (but unreal) pas result. In these mixed conditional sentences, the time in the if clause is **now or always** and the time in the main clause is **before now**. For example, "If I wasn't afraid of spiders" is contrary to present reality. I am afraid of spiders. "I would have picked it up" is contrary to past reality. I didn't pick it up.

Examples:

- If she **was** not afraid of flying she **would** not have travelled by boat.
- I **would** have been able to translate the letter if my Italian **was** better.
- If I **was** a good cook, I **would** have invited them to lunch.
- If the elephant **was** not in love with the mouse, she **would** have trodden on him by now.

How to use UNLESS

Unless means the same as *if...not*. Like *if*, *unless* is followed by a present tense, a past tense, or a past perfect tense (never by a conditional). *Unless* is used instead of *if...not* in conditional sentences of all types. The order of the clauses doesn't matter with sentences using *unless*.

Type 1 Conditional: UNLESS + Simple Present tense

With IF	Equivalent with UNLESS
You will be sick **if** you do not stop eating.	You willll be sick **unless** you stop eating.
I will not pay **if** you do not provide the goods immediately.	I will not pay **unless** you provide the goods immediately.
If you do not study dilligently, you will never understand trigonometry.	**Unless** you study dilligently, you will never understand trigonometry.

Type 2 Conditional: UNLESS + Simple Past tense

With IF	Equivalent with UNLESS
If he was not very ill, he would be at work.	**Unless** he was very ill, he would be at work.
I would not eat that food **if** I was not really hungry.	I would not eat that food **unless** I was really hungry.
She would be here by now **if** she was not stuck in traffic.	She would be here by now **unless** she was stuck in traffic.

Type 3 conditional: UNLESS + Perfect Past

With IF	Equivalent with UNLESS
Our director would not have signed the contract **if** she had not had a lawyer present.	Our director would not have signed the contract **unless** she had had a lawyer present.
I would not have phoned him **if** you had not suggested it.	I would not have phoned him **unless** you had suggested it.
They would have shot her **if** she had not given them the money.	They would have shot her **unless** she'd given them the money.

How conditional sentences are mixed

Unreal Conditionals (type II + III) sometimes can be mixed, that is, the time of the if-clause may be felt differently from the one of the main clause. If you have a closer look at the next 6 examples, you will see that they all are Past forms. Do bear following rule in mind, just with all the other Conditional sentences, whatever tense or time you choose, the **forms** of both clauses **must match**. Remember the Agreement Rules: When the if-clause contains a Present tense Verb, the main clause also must contain a Modal Verb construction in the Present tense form with *will, shall, can, may, must*. And when the if-clause contains a Past tense Verb, the main clause also must contain a Modal Verb construction in the Past tense form with *would, should, could, might, ought to*. You cannot do wrong when you strictly stick to this

rule, and it even does not matter whether you want to express your thoughts in the Continuous aspect or the Perfect aspect!

By the way, in this connexion, the Helper Verbs "**were**" and "**had**" represent the "Subjunctive Mood". **"Were"** is the only Subjunctive Past form of "*to be*" for all Persons, Singular and Plural (just as "*be*" is the only Present form of "to be" in the Subjunctive Mood)!

1. **Perfect Past** (Subjunctive) → **Future in the Past**
   If I **had taken** an Aspirin, I **would** not have a headache now.
2. **Perfect Past** (Subjunctive) → **Future in the Past**
   If I **had known** that you are going to come by tomorrow, I **would be** in then.
3. **Simple Past** (Subjunctive) → **Perfect Future in the Past**
   If she **had** enough money, she **could have done** this trip to Hawaii.
4. **Simple Past** (Subjunctive) → **Future in the Past Continuous**
   If I **were** you, I **would be spending** my vacation in Seattle.
5. **Simple Past** (Subjunctive) → **Perfect Future in the Past**
   If I **were** not flying to Paris, I **would have planned** a trip to Rome.
6. **Simple Past Continuous** (Subjunctive) → **Future in the Past**
   If I **were taking** this exam next week, I **would be** high-strung.

So in case you wonder which form is correct – "if I **were** you" or "if I **was** you"? – then the answer must be (from the grammatical point of view) "if I **were** you" is correct.

If can be *omitted* (in particular to show a Subjunctive meaning): **Had I** taken... (instead of **If I had** taken...); **Were you** my daughter,... (instead of: **If you were** my daughter,...); **Were I** you,... (instead of: if **I were** you); Should you need my advice,... (instead of: If you should need my advice,...).

Replacing IF

If can be replaced by words or expressions with a similar meaning. The most common are: **as long as**, **assuming** (that), **on condition** (that), **on the assumption** (that), **provided** (that), **supposing** (that), **unless**, **with the condition** (that).

IF ↔ WHEN

if and **when** are interchangeable when the statement of the conditional clause is a fact or a general issue (also known as zero conditional)

- **If** you heat ice, it melts.
- **When** you heat ice, it melts

if is used for something that, according to the speaker, **might happen**: We can spend the afternoon on the beach **if** the weather is fine.

when is used for something that, according to the speaker, **will happen**: I will clean up the kitchen right away **when** I am back from work.

IN CASE ↔ IF

in case of can be used to shorten an if-clause as shown below:

- **If** there is a fire, leave the room.
- **In case** of fire, leave the room.

While **if** expresses a condition (1), **in case** is used to express a possibility (2).

1. I need painkillers **if** I am in severe pain.
2. I need painkillers **in case** I am in severe pain.

The expression **just in case** is used pretty much the same way.

- I got you a pizza **just in case** you were hungry. (I do not know whether you are hungry)

WILL and WOULD in if clauses

1. WILL in if-clauses
When the situation or action depicted in the if-clause is a result of the main clause, the *will-future* is used in the if-clause.

- He **will** pay me $10 if I **will** help him do the dishes. (Doing the dishes is the result of paying ten dollars.)

2. WOULD in if-clauses
In polite requests *would* is possible in if-clauses.

- It **would** be nice if you **would** help me in the kitchen. (Are you ready to help me in the kitchen?)

ENGLISH MODAL VERBS AND THEIR BASIC STRUCTURE

English Modal Verbs of are a small class of Helper Verbs. They are tools used mostly to express *modality* (properties such as possibility, probability, obligation, prohibition etc.). They can be distinguished from other Verbs by their *defectiveness* (most of them do not have Participle or Infinitive forms) and by the fact that they do not take the ending *-(e)s* in the third-person singular.

Modal Verbs in English customarily have the following properties:

- They are *defective*: they are not used as Infinitives or Participles (except occasionally in non-standard English; see Double modals below), nor as Imperatives, nor (in the standard way) as Subjunctives.
- They do *not inflect* (change their forms), except insofar as some of them come in present–past pairs, but some have either no Past form or no Present form. They do not add the ending *-(e)s* in the third-person singular.
- They function as Helper Verbs (or Auxiliary Verbs): they modify the meaning of another Verb, which they govern. This Verb generally appears as a *bare infinitive* (without "to"), although in some definitions a Modal Verb can also govern the *to*-Infinitive (as in the case of *ought*).
- They have the syntactic properties associated with Helper Verbs in English, principally that they can undergo *subject–auxiliary inversion* (in questions, for example) and can be negated by the appending of *not* after the Verb.

The following Verbs have all of the above properties, and can be classed as the **principal Modal Verbs** of English. They are listed here in **Present–Past pairs** where applicable:

- *will* and *would*
- *shall* and *should*
- *can* and *could*
- *may* and *might*
- **must** (no Past form)
- **ought to** (no Present form)

Certain other Verbs are sometimes, but not always, considered as Modal Verbs; called **Substitute Modals** or **Semi-Modal Verbs**:

- *have to* and *had to* and the phrase *had better*
- *need to* and *needed to*
- *dare to* and *dared to*
- *used to*
- *let*

The Verbs "*ought to*", "*used to*" and "*need to*" are special in meaning and behaviour. *Ought to* means *should* in a moral sense of meaning and has the word "*to*" attached to it *only* in a *positive statement*. *Need to* is used as the **opposite** of *must* in negative statements, in positive Questions and negative Questions. In both, *used to* and *need to*, we often **omit** the word "*to*" in a negative statement, in a positive Question and in a negative Question! *Used to* refers to **habits** in the Past and therefore we do not build Future tenses with *used to*. *Used to* is a substitute that we can use without any Helper Verb just like *ought to* and *need to*, but here we cannot omit the word "to" in any case!

Other **Substitute Modals** or **almost-Semi-Modals** are: appear to, avoid to, decide to, hope to, like to, love to, seem to, want to, wish to.

And here are the most important **"to be"-compound Substitute Modal Verbs**:

- *be to* as *am / is / are / was / were to*
- *be about to* as *am / is / are / was / were about to*
- *be going to* as *am / is / are / was / were going to*
- *be able to* as *am / is / are / was / were able to*
- *be allowed to* as *am / is / are / was / were allowed to*
- *be supposed to* as *am / is / are / was / were supposed to*
- *be expected to* as *am / is / are / was / were espected to*

The Past forms of Modal Verbs are not necessarily used to refer to past time, and in some cases they are even synonyms for Present forms. as **all these so-called Past forms are very often used in the Subjunctive Mood in the present tense.** The Modal Verbs *may* and *let* are also used often in the Subjunctive Mood. Famous examples of these are "May The Force be with you," and "Let God bless you with good." These are both sentences that express some uncertainty, hence they are Subjunctive sentences.

The following Verbs mostly share the above features, but with certain differences. They are sometimes categorised as "Semimodals".

- The Modal Verb *ought* differs from the other Modal Verbs only in that it governs a *to*-Infinitive (in positive statements only, not in negative statements or questions!) rather than a bare Infinitive (compare *he should go* with *he ought **to** go*).

- The Verbs *dare* and *need* can be used as Modal Verbs, often in the negative (*Dare he fight?*; *You dare not do that.*; *You need not go.; You can do the work later if it need be.*), although they are more commonly found in constructions where they appear as ordinary inflected Verbs (*He dares to fight*; *You don't need to go*).
- The Verb *had* in the expression *had better* behaves like a Modal Verb, hence *had better* (considered as a compound Verb) is sometimes classed as a Modal Verb or Semimodal.
- The Verb *used* in the expression *used to* (do something) can behave as a true Modal Verb, but it is also often used with *do*-support: *Did she used to do it?* or: *Did she use to do it?* and *She did not used to do it* or: *She did not use to do it* are more common than *Used she to do it?* or: *Used she not to do it?* and *She used to do it.* or: *She used not to do it.*

Other English **Helper Verbs** appear in a variety of different forms and are not regarded as Modal Verbs. These are:

- *be*, used as an Helper Verb in Passive Voice and Continuous Aspect constructions; it follows auxiliary-verb syntax even when used in auxiliary-like formations such as *be going to*, *be to* and *be about to*;
- *have*, used as a Helper Verb in Perfect Aspect constructions, including the idiom *have got (to)*; it is also used in *have to*, which has Modal meaning, but here (as when denoting possession) *have* only rarely follows Helper Verb-Verb syntax (see also *must* below);
- *do*; used as a Helper Verb for questions and negations.

Origin of the Modal Verbs

In order to understand the odd behaviour of the Modal Verbs, we should take a look back into history. The Modal Verbs **will** and **would** are from Anglo-Saxon or Old English **wille** and **wolde**, respectively Present and Past forms of **willan** ("to wish, want"); Similarly, **shall** and **should** are from **sceal** and **sceolde**, respectively Present and Past forms of **sculan** ("to owe, be obliged", Dutch and German: schulden); **can** and **could** are from **can**(n) and **cuþ**, which were respectively Present and Past forms of the Verb **cunnan** ("to be able"). The silent **l** in the spelling of *could* results from analogy with *would* and *should*, that was wrongly assumed by uneducated early writers. **may** and **might** are from Old English **mæg** and **meahte**, respectively Present and Past forms of **magan** ("may, to be able").

The aforementioned Old English Verbs **willan, sculan, cunnan,** and **magan** followed the Present-Past pattern (or in the case of *willan*, a similar but irregular pattern), which explains the absence of the ending *-s* in the third person on the Present forms **can, may, shall** and **will**. (The original Old English forms given above were first and third person singular forms; their descendant forms became generalised to all persons and numbers.) The Verb **must** comes from Old English **moste**, part of the Verb **motan** ("to be able to, be obliged to"). This was another Present-Past Verb, of which **moste** was in fact the Past (the Present form **mot** gave rise to **mote**, which was used as a Modal Verb in Early Modern English; but **must** has now lost its past connotations and has replaced **mote**). Similarly, **ought** was originally a Past form – it derives from **ahte**, the Past of **agan** ("to own"), another Old English Present-Past Verb, whose Present tense form **ah** has given the modern (regular) verb **owe** (and *ought* was formerly used as a Past tense of *owe*).

The Verb **dare** also originates from a Present-Past verb, **durran** ("to dare"), specifically its present tense **dear(r)**, although in its non-modal uses in Modern English it is conjugated regularly. However, **need** comes from the regular Old English verb **neodian** (meaning "to be necessary") – the alternative third person form **need** (in place of **needs**), which has become the norm in modal uses, became common in the 16th century.

Comparison with other Germanic Languages

Many English Modal Verbs have related words in other Germanic languages, although with different meanings in some cases. We can learn from these differences. Unlike the English Modal Verbs, however, these Verbs are not generally defective. They can inflect, and have forms such as Infinitives, Participles and an extra Future tense Modal Verb (for example **werden** in German or **worden** in Dutch). Examples of such related words include:

- in **German**: **wollen, sollen, können, mögen, müssen** are related words of **will, shall, can, may** and **must**. Although German shares five Modal Verbs with English, their meanings are often quite different. In fact they are much more direct und they have the meaning our Modals used to have in the 7th century. *Wollen* means "will" only in the sense of "want to" and

is not used to form the future tense. *Sollen*, *können*, and *müssen* are used similarly as English "shall", "can", and "must". Note, however, that the negation of *müssen* is a literal one in German, not an inverse one as in English. In other words: the German *ich muss* ("I must") means "I am bound to do it", and *ich muss nicht* (literally the same as "I must not") accordingly means "I am not bound to do it". *Mögen* does not mean "to be allowed" but "may" as a Modal Verb and "to like to" as normal Verb. The English "to have to" behaves the same way, whereas English "must" expresses an interdiction when negated. *brauchen* (need) is sometimes used like a Modal Verb, especially negated ("Er braucht nicht kommen", "He does not need to come").

- in **Dutch** (and the ancient **Anglo-Saxon** language that came from northern Germany): *willen*, *zullen*, *kunnen*, *mogen*, *moeten*; are related words of *will*, *shall*, *can*, *may*, and *must*. But they generally have the same corresponding meanings in modern German. The Future tense is built with "***worden***".
- in **Swedish**: *vilja*, *ska(ll)*, *kunna*, *må* (past tense: *måtte*), *måsta*, related words of *will*, *shall*, *can*, *may/might*, *must*. They generally have the same corresponding meanings in English, with the exception of "***vilja***", which means, like in German, "to want to". The Future tense is built with "***skall***".
- in **Danish** and **Norwegian**: *ville*, *skulle*, *kunne*, *måtte*, are related words of *will*, *shall*, *can*, *may*, and *must*. generally have the same corresponding meanings in English. The Future tense is built with "***ville***" and "***skall***".

Why are English Modal Verbs so irregular and defective? The original Old English was a Germanic dialect, brought to England (Angeland) by Anglo-Saxon settlers from northern Germany in the 5th and 6th centuries. In the 9th and 10th centuries then came other Germanic speaking people from Denmark and Norway, the Vikings, to the north-eastern part of Anglo-Saxon England. That was the reason why the talk between people of these two nations became troublesome.

When two kinds of peoples with so similar languages come together, each single speaker begins to avoid to use similar word forms which can cause misunderstandings. Normally, this development has an exchange in forms as a result but also a reduction. Certain forms fall out of use. Similar words or word endings disappear. This is why in modern English we use the simpler Modal Verb forms of Viking Germanic and also other words such as some Prepositions, some Personal and some other Pronouns. In fact, the entire English grammar underwent a radical revolution towards simplification.

Since Modal Verbs in other Germanic languages are not defective, the problem of *double Modals* does not arise: the second Modal Verb in such a construction simply takes the Infinitive form, as would any non-Modal Verb in the same position. Compare the following translations of English "I **want** to **be able to** dance", all of which translate literally as "I **want can** dance".

- **German**: *Ich will tanzen können.*
- **Dutch**: *Ik wil kunnen dansen.*
- **Danish**: *Jeg vil kunne danse.*
- **Swedish**: *Jag vill kunna dansa.*

Common Defectives

The most commonly recognised defective Verbs in English are Auxiliary Verbs—the class of Present-Past verbs— *will / would*, *shall / should*, *can / could*, *may / might*, *must*, and *ought to*. Though these Verbs were originally not defective, but in most varieties of today's English, they occur only in a Modal Verb sense. However, unlike normal Helper Verbs, they are not regularly conjugated as people did not see it necessary. Therefore, these defective Auxiliaries do not accept each other as Objects. Additionally, they do not regularly appear as Participles.

For example, **can** lacks an Infinitive, Future tense, Participle, Imperative, and Gerund. The missing parts of speech are instead supplied by using the appropriate forms of **to be** plus **able to**. So, while *I could do it* and *I was able to do it* are equivalent, one cannot say **I will can* which is instead expressed as *I will be able to*. Similarly, **must** has no true past tense form, this instead being supplied by **had** the past tense of have, and "**to have to**" in the infinitive, an example of composite conjugation. The past tense expressing the obligatory aspect of must is expressed as "**had to**," as in **He had to go**. "**Must have**", on the other hand, expresses probability or likelihood in modern English, e.g., "**If that is thunder, there must have been lightning**."

Some verbs are becoming more defective as time goes on; for example, although **might** is originally the Past tense of **may**, it is no longer only used as such (**he might not pass* for "he was forbidden to

pass"). Similarly, **should** is no longer only used as the Past of **shall**, but also with a separate meaning indicating possibility or moral obligation. (However, the use of the Past form **should** as a Subjunctive form continues, as in **If I should go there tomorrow, ...,** which contrasts with the indicative form **I shall go there tomorrow.**) The defective verb **ought** was originally the Past tense of **owe** (**the affection he ought his children**), but it has since split off, leaving **owe** as a non-defective Verb with its original sense and a regular Past tense (*owed*).

*Note that **will** is only partly defective. It has no Infinitive and no form for the 3rd Person Singular, but it has the Present Participle **willing** as well as two Past Participles: **would** and **willed** !*

Syntax

A Modal Verb serves as an auxiliary to another verb, which appears in Infinitive form (the bare infinitive, or the *to*-infinitive in the cases of *ought* and *used* as discussed above). Examples: *You must escape*; *This may be difficult.*

The verb governed by the modal may be another auxiliary (necessarily one that can appear in infinitive form – this includes *be* and *have*, but not another modal, except in the non-standard cases described below in the paragraph about Double Modals). Hence a modal may introduce a chain (technically catena) of verb forms, in

which the other auxiliaries express properties such as Aspect and Voice, as in He **must have been given** a new job.

Modals can appear in question tags and other elliptical sentences without the governed Verb being expressed: *...can he?*; *I mustn't.*; *Would they?*

Like other auxiliaries, Modal Verbs are negated by the addition of the word **not** after them. (The modification of meaning may not always correspond to simple negation, as in the case of *must not*.) The modal *can* combines with *not* to form the single word *cannot*. Most of the modals have contracted negated forms in *n't* which are commonly used in informal English: *can't*, *mustn't*, *won't* (from *will*), etc.

Again like other auxiliaries, modal verbs undergo inversion with their subject, in forming questions and in the other cases described in the article on Subject–Auxiliary inversion: *Could you do this?*; *On no account may you enter.* When there is negation, the contraction with *n't* may undergo inversion as an auxiliary in its own right: *Why can't I come in?* (or: *Why can I not come in?*).

Past Forms

The preterite (past) forms given above (*could*, *might*, *should* and *would*, corresponding to *can*, *may*, *shall* and *will*, respectively) do not always simply modify the meaning of the modal to give it past time reference. The only one regularly used as an ordinary Past tense is

could, when referring to ability: *I could swim* may serve as a past form of *I can swim*.

All the preterites are used as past equivalents for the corresponding present modals in indirect speech and similar clauses requiring the rules of sequence of tenses to be applied. For example, in 1960 it might have been said that *People **think** that we **will** all be driving hovercars by the year 2000*, whereas at a later date it might be reported that *In 1960, people **thought** we **would** all be driving hovercars by the year 2000.* This "Future-in-the-Past" usage of *would* can also occur in independent sentences: *I moved to Green Gables in 1930; I would live there for the next ten years.*

In many cases, in order to give modals past reference, they are used together with a "perfect infinitive", namely the auxiliary *have* and a past participle, as in *I should have asked her*, *You may have seen me.* Sometimes these expressions are limited in meaning; for example, *must have* can only refer to certainty, whereas past obligation is expressed by an alternative phrase such as *had to* (see the paragraph about Replacements for defective forms).

Conditional Sentences

The Past forms of Modal Verbs are used in counterfactual conditional sentences, in the *then*-clause. The Modal Verb **would** (sometimes **should** as a first-person alternative) is used to produce the conditional construction which is typically used in clauses of this type:

If you loved me, you **would support** *me.* It can be replaced by *could* (meaning "would be able to") and *might* (meaning "would possibly") as appropriate.

When the clause has past time reference, the construction with the modal plus Perfect Infinitive (see above) is used: *If they (had) wanted to do it, they* **would (could/might) have done** *it by now.* (The **would have done** construction is called the **Conditional Perfect**.)

The **if-clause** of such a sentence typically contains the Past tense of a verb (or the Past Perfect construction, in the case of past time reference), without any modal. The Modal Verb **could** may be used here in its role as the Past tense of **can** (*if I could speak French*). However all the Modal Past tenses can be used in such clauses with certain types of hypothetical future reference: *if I should lose* or *should I lose* (equivalent to *if I lose*); *if you would / might / could stop doing that* (usually used as a form of request).

Sentences with the Verb **wish** (and expressions of wish using *if only...*) follow similar patterns to the **if-clauses** referred to above, when they have counterfactual present or past reference. When they express a desired event in the near future, the modal Verb **would** is used: *I wish you would visit me*; *If only he would give me a sign.*

Replacements for Defective Forms

As noted above, English Modal Verbs are **defective** in that they do not have Infinitive, Participle, Imperative or (standard) Subjunctive forms, and in some cases past forms. However in many cases there exist equivalent expressions that carry the same meaning as the Modal Verb, and can be used to supply the missing forms. In particular:

- The Modal Verbs **can** and **could**, in their meanings expressing ability, can be replaced by **am / is / are able to** and **was / were able to**. Additional forms are: the Infinitive **(to) be able to**, the Subjunctive and (rarely) imperative **be able to**, and the participles **being able to** and **been able to**.
- The Modal Verbs **may** and **might**, in their meanings expressing permission, can be replaced by **am / is / are allowed to** and **was / were allowed to**.
- The Modal Verb **must** in most meanings can be replaced by **have/has (got) to**. This supplies the Past form **had (better) to**, and other forms **(to) have to**, **having to**.
- When **will** or **shall** expresses the future, the expression **am / is / are going to** has similar meaning. This can supply other forms: **was / were going to**, **(to) be going to**, **being / been going to**.
- The Modal Verbs **should** and **ought to** might be replaced by **am / is / are supposed to**, thus supplying the forms **was / were supposed to**, **(to) be supposed to**, **being / been supposed to**.

Contractions and Reduced Pronunciation

As already mentioned, most of the Modal Verbs in combination with *not* form commonly used contractions: *can't*, *won't*, etc. Some of the Modal Verbs also have contracted forms themselves:

- The Verb *will* is often contracted to *'ll*; the same contraction may also represent *shall*.
- The Verb *would* (or *should*, when used as a first-person equivalent of *would*) is often contracted to *'d*.
- The *had* of *had better* is also often contracted to *'d*. (The same contraction is also used for other cases of *had* as an auxiliary.)

Mind that these contractions or short forms mainly appear in spoken language when the speaker speaks fast. They do not apply in writing. Contractions can confuse the listeners as they can have several different meanings as in the contraction *'d* for **had**, **should**, or **would**.

Double Modals or Double Modal Verbs

Double Modal Verbs regularly occur in all the closely related Germanic languages. In formal standard English usage, however, one Modal Verb cannot directly be followed by another, as **a Modal Verb must be followed by an Infinitive**.

Due to the fact that a true Modal Verb has no Infinitive, it can only be directly folloed by a Substitute Modal Verb, such as *have to*, which in spite of its function is not a true Modal Verb. Thus, *might have to* is acceptable, but *might must* is not, even though *must* and *have to* can normally be used interchangeably.

A greater variety of Double Modal Verbs appear in some regional dialects. In English of the south of the United States, for example, phrases such as *might could*, *may can* or *ought to should* are sometimes used in conversation. The Double Modal Verb may sometimes be redundant, as in *"I ought to should do something about it"*, where *ought to* and *should* are synonymous and either one could be removed from the sentence. In other Double Modal Verbs, the two Modal Verbs convey different meanings, such as *"I might could do something about it tomorrow"*, where *could* indicates the ability to complete a task but *might* shows uncertainty about actually completing that task.

These kinds of Double Modal Verb phrases are not regarded as standard, although a combination of a Modal with a modal-like construction may be used instead. *"I might could do something about it"* is more often expressed as *"I might be able to do something about it"*, which is considered more standard. Similarly *used to could*, is usually expressed as *used to be able to*. Double Modals can also be avoided by replacing one of the Modal Verbs with an appropriate Adverb, such as using *probably could* or *might possibly* in place of *might could*.

Meaning And Usage Of Each English Auxiliary Verb

It is necessary that we understand (as fully and precisely as possible) the meaning and usage of the Helper Verbs (Auxiliary Verbs) *be*, *have*, *do* and in particular their close relatives, the Modal Verbs *will*, *shall*, *can*, *may*, *must*, *would*, *should*, *could*, *might*, and *ought* since we use them to change the meaning of our speech!

The Modal Verbs *shall*, *will*, *may*, *can*, *must* and *ought to* are defective. It means that those Verbs cannot be conjugated (or formed) in certain *Tenses*, *Aspects*, or *Moods* because they no longer have complete forms. They have no Infinitive and often no Participle, and they have no s-Ending in the *3rd Person Singular*. Modal Verbs cannot be used alone in a sentence. A sentence as *"I can English"* would be considered as utter nonsense. We have to say: *I can speak (or understand) English*. However, each of those Verbs has an individual meaning. It is important to know their meaning in order to give a sentence the meaning you wish to express.

The Auxiliary Verbs BE, HAVE, DO And DID

"Be" indicates presence in a perceived reality; exist; live: *I think, therefore I am*. USAGE: takes a *Present Participle* and forms the *Continuous / Progressive* tenses representing actions which are still going on: *The man is running*. It takes the *Past Participle* to form the *Passive Voice*: *I am beaten. I am being beaten*. It takes the *Infinitive* with "to" to express intention, expectation or obligation: *The president is to arrive at 9.30, or: The president is about to arrive at 9.30.*

"Have" indicates possession and ownership: *I have a book. He has two cars.* USAGE: used as an *Auxiliary* to form compound tenses expressing completed actions. It takes a *Past Participle*: *I have gone. I had gone.*

"Do" indicates a *deed* or *action* meaning also *to perform* or *complete*: *I do a portrait*. USAGE: used as an *Auxiliary* to form the *Present Intensive*, a tense which emphasises speech in the Present tense, it can take an *Infinitive* without *to*: *I do love fruits*. It is used as a "Helping Verb to form "yes-no"-questions: *Do you have time?* It is used to form negative statements: *I do not agree!*

"Did" is the Past Tense of *do* and indicates a deed or action: *She did it*. It takes an infinitive without *to*. *I did love them*. It is used as a helping verb to form "yes-no"-questions: *Did he come?* It is used to form negative statements: *I did not agree!* USAGE: used as an Auxiliary to form an *alternative Past tense*. *Did is an important "Helping Verb" for beginners because with "did" we can paraphrase (describe) the Past tense. Students may use it particularly to get round of the Irregular Verbs in order to form the Past tense in an analytic way:* Instead of **"I sought"**, we can say **"I did seek"**. Native speakers do this frequently, especially when the Past form of a Verb is identical to its Present Tense form (put, hit etc.)

"Get" can have an astonishing rage of meanings. It can substitute lots of Verbs that express "move, come, go, receive, succeed, effect" when followed by a preposition such as "in, out, on, off, away". As a Helper Verb **get** mainly means *to contract* or *to be affected by*. Consequently we use **get** as Helper Verb to express the intensive Passive Voice (in Simple Present and Past) as in: *Get your hair cut, Get to be the leader*. We build the Past tense then with **did**: *She does get wet, She did get wet; I do get it done, I did get it done, He does get it done, He did get it done, I do get fed up, I did get fed up.*

The 10 Modal Verbs - Detailed Explanation

"Shall" indicates determination on the part of the speaker, as in issuing a threat: *you shall pay for this!* It indicates compulsion, especially in official documents. Furthermore, it indicates certainty or inevitability: *Our day shall come!* With a Noun or Pronoun as Subject, it can express doubt. It can indicate nonspecific futurity. USAGE: used as an Auxiliary to form the *Future* of the *1st Person Singular and Plural*, it takes an *Infinitive* without *to*.

"Should" as the Past form of **shall** indicates that an action is considered by the speaker to be obligatory: *You should go.* With *should* we also can paraphrase the *Subjunctive Mood* (which, as a real Verb form, fell out of use some hundred years ago. The only surviving true Subjunctive Verb is *were*: *I wish I were here.*): *I should like to see you.* USAGE: used as an Auxiliary to form the *Subjunctive Mood* and takes an *Infinitive* without *to*.

"Will", in its original meaning, stands for *wish* and *desire* expressing the faculty of conscious and deliberate choice of action and can express resolution on the part of the speaker: *I will take revenge - and if it is the last thing I do!* It can indicate willingness or desire: *Will you help me with this problem?* It can express ability: *This rope will support the load.* It stands also for probability or expectation: *That will be Jane telephoning.* It indicates customary practice or inevitability: Boys will be boys. USAGE: used as an Auxiliary to form the Future of the *2nd and 3rd Person Singular and Plural*, it takes an infinitive without *to*.

"Would" is the Past form of **will** and can describe a past action as being *accustomed or habitual*: *Every day we would go for walks.* It

can indicate willingness or desire in a polite manner: *Would you help me, please?* USAGE: used as an Auxiliary to form the *Past tense* or *Subjunctive Mood* of *will*, it takes an Infinitive without *to*.

"Can" indicates ability, skill, or fitness to perform a task: *I can run.* Like *may*, it indicates permission or the right to something: *Can I have a drink?* It shows knowledge of how to do something: *She can speak four languages.* It can express the possibility, opportunity or likelihood: *My trainer says I can win the race.* USAGE: used as an Auxiliary, it takes an Infinitive without *to*.

"Could" as the *Past* of **can** is used in polite requests: *Could I see you tonight?* It indicates suggestion of a course of action: *You could take the car if it is raining.* It can express possibility and assumption: *He could well be an artist.* USAGE: used as an Auxiliary, it takes an infinitive without *to*.

"May" indicates that permission is requested by or granted to someone: *He may go.* It indicates possibility: *The rope may brake.* It can express ability or capacity, especially in questions: *May I help you?* USAGE: used as an Auxiliary to form the Subjunctive Mood, it takes an Infinitive without *to*.

"Might" is the past form of *may* and expresses possibility: *He might well come.* The difference between *may* and *might* is one of emphasis: *He might be coming* indicates a less certainty than *He may be coming.* Similarly, *Might I have it?* is felt to be more hesitant than *May I have it?* USAGE: used as an Auxiliary to form the Subjunctive Mood in the Past, it takes an Infinitive without *to*.

"Must" can express obligation or compulsion: *You must pay your dues.* Together with the word *"not"* it means probition: *You must not harm other people.* It indicates necessity: *I must go to the bank today.* It indicates probable correctness of a statement: *She must be there by now.* It can express resolution on the part of the speaker: *I must finish this.* USAGE: used as an Auxiliary, it takes an Infinitive without *to.*

"Ought to" indicates duty or obligation: *You ought to pay.* It can express prudent expediency: *You ought to visit her.* It can express a desire or wish on the part of the speaker: *You ought to come next week.* It is used to advise or make recommendations. It also expresses assumption or expectation as well as strong probability, often with the idea that something is deserved. USAGE: used as an Auxiliary and takes in positive statements an Infinitive with *to*: *You ought to find a new job.* Attention: In negative statements and questions, however, it is used without *to*, especially when it is used to advise against doing something (here Americans prefer the less formal forms "*should not*" or "*had better not*".): *He ought not drink so much. They ought not carry so much.* In the same way, *to* is also suppressed when used in an inverted question: *Ought we go now? Ought I call you a taxi?*

Note: The usage of *shall* and *will* follow a particular feature. Both mean the same in a positive statement of the Future tense. While *shall* is used only in the *1st person* Singular and Plural: *I shall stay. We shall stay. Will* is used in the *2nd and 3rd person* Singular and Plural: *he, she it, you, they will stay.* The very same rule applies also for the past forms *should* and *would*. However, this rule is often ignored in a simple statement and people say *I will, we will,* because they often use the contracted form which is *I'll* and *we'll.* Attention: Do not ignore this rule in in questions: *Shall we go?* (not: Will we go?)

Semi-Modal Verbs - Detailed Explanation

"Be going to" can indicate future actions expressing a plan: *I am going to leave*, or indicating prediction: *Alice is going to make a lavish dinner tonight* (Active). *A lavish dinner is going to be made by Alice tonight* (Passive). USAGE: can build an alternative Future tense and takes an infinitive with *to* when used as an Auxiliary.

"Have to" and the stronger "**have got to**" can substitute *must* and has the meaning of obligation and compulsion. Together with the word "*not*" it stands for "*need not*": *You do not have to do it.* USAGE: used as an Auxiliary to substitute *must*, it takes an Infinitive with *to*.

"Had (to)" can substitute *must, ought to* and *should*. USAGE: used as an Auxiliary to substitute *must*, it takes an infinitive with *to*: *You better had to pay.* In a negative sentence: *They had better not drink so much.*

"Need to" can express 'to be in want of': *He needs money.* It indicates obligation: *She needs to be in time.* USAGE: used as an Auxiliary and takes an Infinitive without *to*. It can build the opposite of 'must' when expressed with "not": *You do not need to leave!*

"Used to" indicates customary practice or habitual actions: *He is used to have lunch at 12 o'clock.* USAGE: used as an Auxiliary and takes an Infinitive with *to*.

"Dare to" can take an Infinitive with or without "to": *I dare say!*

"Be (about) **to"** can express the future, a planned action or an expectation: *She is (about) to arrive at 3 o'clock p.m.*

Practise The Usage Of The English Modal Verbs

Chinese students are slightly irritated by the usage and meaning of English Modal Verbs. The usage of the English Modal Verbs has to be practised in order to grasp their real meaning! Just put the following examples in a common sentence such as: *I drive a big car; I will drive a big car; Will I drive a big car? I will not drive a big car; Will I not drive a big car?* Their range of meaning is much wider than in Chinese, and occationally their meaning can overlap with another one. The intensity of obligation increases in these examples: I ought to drive the big car; I should drive the big car; I must drive the big car; I have to drive the big car; I have got to drive the big car.

Below you can see common examples of the English Modal Verb together with their closest Chinese translation and the Pinyin transcription, so you have a better chance to compare them.

"Will" expresses your own will or desire.
(表达了你的意愿和渴望):

I will!	我会的！	wǒ huì de！
Will I?	我会吗？	wǒ huì ma？
I will not!	我不会的！	wǒ bù huì de！
Will I not?	我不会吗？	wǒ bù huì ma？

"Would" reflects your will but only under certain conditions: *I would drive a big car if I had money to buy one.*
(反映了在某种条件下，你的意愿):

I would!	我想！	wǒ xiǎng！
Would I?	我想吗？	wǒ xiǎng ma？
I would not!	我不想！	wǒ bù xiǎng！
Would I not?	我不想吗？	wǒ bù xiǎng ma？

"Shall" says that I will do it, because *others* want me to.
(表示我将要去做，因为他人想让我去做):

I shall!	我将要！	wǒ jiāngyào！
Shall I?	我将要……吗？	wǒ jiāngyào……ma？
I shall not!	我将不会！	wǒ jiàng bù huì！
Shall I not?	我将不会……吗？	wǒ jiàng bù huì……ma？

"Should" is used when I am *convinced* that it is better to do it.
(用于我被说服最好应该那么做):

I should!	我应该！	wǒ yīnggāi！
Should I?	我应该……吗？	wǒ yīnggāi……ma？
I should not!	我不应该！	wǒ bù yīnggāi！
Should I not?	我不应该……吗？	wǒ bù yīnggāi……ma？

"Can" expresses ability (to be able to) , but also permission (may).
(表示一种能力，同样也可表示一种允许和可能性):

I can!	我能！	wǒ néng！
Can I?	可以吗？	kěyǐ ma？
I cannot!	我不能！	wǒ bùnéng！
Can I not?	我可以不……吗？	wǒ kěyǐ bù……ma？

"Could" expresses possibility, asks for permission in a polite way.
(表示一种可能性，用一种礼貌的方式询问是否可以):

I could!	我可以/能！	wǒ kěyǐ/néng！
Could I?	可以吗？	kěyǐ ma？
I could not!	我不能！	wǒ bùnéng！
Could I not?	我可以不……吗？	wǒ kěyǐ bù……ma？

"May" stands for allowing and asking for permission in a polite way.
(用于表示允许和礼貌性的征求他人意见):

I may!	我可能！	wǒ kěnéng！
May I?	我可以吗？	wǒ kěyǐ ma？
I may not!	我不可以……！	wǒ bù kěyǐ…… ！
May I not?	我可以不……吗？	wǒ kěyǐ bù……ma？

"Might" supports an uncertain idea or probability.
(支持于不确定的观点或可能性):

I might!	我可能！	wǒ kěnéng！
Might I?	我可能……吗？	wǒ kěnéng……ma？
I might not!	我可能不……！	wǒ kěnéng bù…… ！
Might I not?	我可以不……？	wǒ kěyǐ bù…… ？

"Must" expresses an obligation as a fact.
(陈述现实中的一种义务):

I must!	我必须！	wǒ bìxū！
Must I?	我必须吗？	wǒ bìxū ma？
I must not!	我不能！	wǒ bùnéng！
Must I not?	我不能吗？	wǒ bùnéng ma？

"Ought to" also stands for obligation, but more in a moral sense.
(表示一种义务，但更多的是道德意识):

I ought to!	我应该！	wǒ yīnggāi！
Ought I?	我应该……吗？	wǒ yīnggāi……ma？
I ought not to!	我实在不应该！	wǒ shí zài bù yīnggāi！
Ought I not?	我不应该……吗？	wǒ bù yīnggāi……ma？

"Had" means the same as *"ought to",* to consider preferable that: *You had better go! I had rather you left at once!*
(和"ought to"相同，考虑更好的：你最好走！我宁愿你立刻离开!):

I had!	我应该！	wǒ yīnggāi！
Have I had?	我应该吗？	wǒ yīnggāi ma？
I had not!	我不应该！	wǒ bù yīnggāi！
Have I not had?	我不应该……吗？	wǒ bù yīnggāi……ma？

"Need to" shows necessity rather than pure obligation.
(表示一种需要而不是一种职责):

I need to!	我需要！	wǒ xūyào！
Do I need to?	我需要……吗？	wǒ xūyào……ma？
I do not need to!	我不需要！	wǒ bù xūyào！
Do I not need to?	我不需要吗？	wǒ bù xūyào ma？

"To be going to" means *"will or "shall"* but is stronger in emphasis.
(和"will or "shall"一样，表示将要，但语气更强一些):

I am going to!	我将要！	wǒ jiāngyào！
Am I going to?	我将要……吗？	wǒ jiāngyào……ma？
I am not going to!	我将不会！	wǒ jiàng bù huì！
Am I not going to?	我将不会……吗？	wǒ jiàng bù huì……ma？

"To be able to" stands for ability, but is stronger than "can".
(表示一种能力，但比 "can"能力更强一些):

I am able to!	我能！	wǒ néng！
Am I able to?	我能……吗？	wǒ néng……ma？
I am not able to!	我不能！	wǒ bù néng！
Am I not able to?	我不能……吗？	wǒ bù néng……ma？

"Have to" and *"got to"* have the same meaning as *"must"* but are emotional and therefore stronger

(和"must"一样，表示必须，但在情感上更强一些):

I have to!	我必须！	wǒ bìxū ！
Do I have to?	我必须……吗？	wǒ bìxū……ma ？
I do not have to!	我不能！	wǒ bùnéng ！
Do I not have to?	我不能……吗？	wǒ bùnéng……ma ？

I have got to	我必须！	wǒ bìxū ！
Have I got to?	我必须……吗？	wǒ bìxū……ma ？
I have not got to!	我不能！	wǒ bùnéng ！
Have I not got to?	我不能……吗？	wǒ bùnéng……ma ？

"Want" refers to an immediate desire just as *"should / would like to"* but is regarded as demanding and therefore can sound impolite!

(适用于立即的需求，就像*"should / would like to"* 一样表示想要，但被当做一种要求，所以听起来不是很礼貌):

I want (to)!	我要！	wǒ yào ！
Do I want (to)?	我要吗？	wǒ yào ma ？
I do not want (to)!	我不要！	wǒ bù yào ！
Do I not want (to)?	我不想吗？	wǒ bù yào ma ？

I should like to!	我想要！	wǒ xiǎngyào ！
Should I like to?	我想要吗？	wǒ xiǎngyào ma ？
I should not like to!	我不想要！	wǒ bù xiǎngyào ！
Should I not like to?	我不想要吗？	wǒ bù xiǎngyào ma ？

"Would have to" expresses a possible or even probable obligation: *I would have to change my plans if he had not come.*

(表示一种可能性或者甚至是一种可能的义务职责：如果他还没来，我可能会改变我的计划):

I would have to!	我可能会！	wǒ kěnéng hui ！
Would I have to?	我可能会吗？	wǒ kěnéng hui ma ？
I would not have to!	我不可能！	wǒ bù kěnéng ！
Would I not have to?	我不可能吗？	wǒ bù kěnéng ma ？

"Like" is not a *Modal Verb*. I nonetheless show *"I like"* here because people often mix it up with *"I'd like"*, particular when that contraction is not spoken out clearly. This is one of the reasons why I always recommend to teach, to learn, and indeed, to use the full forms such as *"I should like"* or *"I would like"*, at least in the beginning.

("Like"不是情态动词，尽管如此，这里的 "I like" 人们通常会把它和 "I'd like"混淆，尤其是在缩写未能表达清楚时。这就是为什么我经常使用完整形式，比如说，"I should like" or "I would like"):

I like!	我喜欢！	wǒ xǐhuān ！
Do I like?	我喜欢吗？	wǒ xǐhuān ma ？
I do not like!	我不喜欢！	wǒ bù xǐhuān ！
Do I not like?	我不喜欢吗？	wǒ bù xǐhuān ma ？

Some Example Sentences:

The usage of English *Modal Verbs* (Mood Verbs!) may appear somewhat inexact in the viewpoint of a Chinese learner, because they reflect the emotions of the speaker. However, the following examples give you a rough idea about their meaning and usage:

English	中文	Pinyin
I will go now!	我现在就去！	wǒ xiàn zài jiù qù！
I shall eat now!	我现在就要吃！	wǒ xiàn zài jiù yào chī！
I can write it down!	我能把它写下来！	wǒ néng bǎ tā xiě xiàlai！
I may do it!	我可能会做！	wǒ kě néng huì;kuài zuò！
I must go now!	我现在必须走了！	wǒ xiàn zài bì xū zǒu le！
I would think about it!	我会考虑一下的！	wǒ huì kǎo lǜ yī xià de！
I should stop!	我应该停止！	wǒ yīnggāi tíng zhǐ！
I could help you!	我可以帮你！	wǒ kěyǐ bāng nǐ！
I might leave now!	我可能现在就离开！	wǒ kěnéng xiànzài jiù lí kāi！
I ought to sleep now!	我应该现在就睡觉！	wǒ yīnggāi xiànzài jiù shuì jiào！
I need to sleep now!	我现在需要睡觉！	wǒ xiànzài xūyào shuì jiào！
I have to sleep now!	我现在要睡觉了！	wǒ xiànzài yào shuì jiào le！
I had to leave!	我不得不离开！	wǒ bù dé bù lí kāi！
I am going to wash my hands!	我要洗我的手！	wǒ yào xǐ wǒde shǒu！
I want some fruits!	我想要一些水果！	wǒ xiǎngyào yīxiē shuǐ guǒ！
I should like some water!	我想要一些水！	wǒ xiǎngyào yī xiē shuǐ！
Will you go now?	你要走了吗？	nǐ yào zǒu le ma？
Shall we eat now?	我们现在可以吃吗？	wǒmen xiànzài kěyǐ chī ma？
Can you write it down?	你可以把它写下来吗？	nǐ kěyǐ bǎ tā xiě xiàlai ma？
May I do it?	我可以做吗？	wǒ kěyǐ zuò ma？
Must I go now?	我必须走了吗？	wǒ bìxū zǒu le ma？
Would you think about it?	你会考虑一下吗？	nǐ huì kǎo lǜ yī xià ma？
Should I stop?	我应该停下来吗？	wǒ yīnggāi tíngxià lái ma？
Could you help me?	你能帮我吗？	nǐ néng bāng wǒ ma？
Might he leave now?	他现在可以离开吗？	tā xiànzài kěyǐ líkāi ma？
Ought I sleep now?	我现在应该睡觉吗？	wǒ xiànzài yīnggāi shuì jiào ma？
Do I need to sleep now?	我现在需要睡觉吗？	wǒ xiànzài xūyào shuì jiào ma？
Do I have to sleep now?	我现在要睡觉吗？	wǒ xiànzài yào shuìjiào ma？
Did you have to leave?	你要离开吗？	nǐ yào líkāi ma？
Are you going to wash your hands?	你要洗手吗？	nǐ yào xǐ shǒu ma？
Do you want some fruits?	你想要一些水果吗？	nǐ xiǎngyào yīxiē shuǐ guǒ ma？
Would you like some water?	你想要喝点水吗？	nǐ xiǎngyào hē diǎn shuǐ ma？
I will go home tomorrow!	我明天要回家！	wǒ míngtiān yào huí jiā！
We shall eat some noodles!	我们将要吃一些面条！	wǒmen jiāngyào chī yī xiē miàn tiáo！
I can read the newspaper!	我能看报纸！	wǒ néng kàn bào zhǐ！
You may go upstairs!	你可以上楼去！	nǐ kěyǐ shàng lóu qù！
We must go downstairs!	我们必须下楼！	wǒmen bìxū xià lóu！
I would travel if I had money!	我想要旅行，如果我有钱！	wǒ xiǎngyào lǚ xíng, rúguǒ wǒ yǒu qián！
We should wait for her!	我们应该等她！	wǒmen yīng gāi děng tā！
I could buy some drinks!	我可以买一些饮料！	wǒ kěyǐ mǎi yī xiē yǐn liào！
I might have no time!	我可能没有时间！	wǒ kěnéng méiyǒu shí jiān！
You ought to wake up!	你应该醒了！	nǐ yīnggāi xǐng le！
I need some warm water!	我需要一些温水！	wǒ xūyào yī xiē wēn shuǐ！
I have to go to bed now!	我必须去睡觉了！	wǒ bìxū qù shuì jiào le！
I had to build a new house!	我必须建立一个新的房子！	wǒ bìxū jiàn lì yī gè xīn de fáng zi！
I am going to get more money!	我会得到更多的钱！	wǒ huì dédào gēng duō de qián！
I want to go outside!	我要到外面去！	wǒ yào dào wàimiàn qù！
I should like to stay inside!	我想留在里面！	wǒ xiǎng liú zài lǐmiàn！

USING GERUNDS AND INFINITIVES - 6 Basic Rules

Most students find the endless list of Verbs to memorise daunting, and most textbooks do not cover the fact that there are a few helpful rules for deciding whether to use a Gerund or an Infinitive in a sentence. Some Basics first: Students often get confused by the various functions of the **Present Participle** (-ing words) in English. It is worth pointing out that the Present Participle has 3 main functions:

1. It can be used as a **Noun**, the so-called Gerund:
   The *talking*; *Talking* is important
2. It can be used as an **Adjective**:
   The *talking* woman
3. It can be used as **Verb** for the *Continuous Aspect* and its tenses.
   In this function, the **-ing Verb** always follows any form of the Verb "to be":
   I *am talking*; I *was talking*
   I have *been talking*; I had *been talking*
   I will *be talking*; I would *be talking*
   I will have *been talking*; I would have *been talking*

Both, **Gerunds** and **Infinitives** are action words in meaning, but they act like Nouns in the sentence. They always take a Noun position as Subject or Object in a sentence. The Gerund and the Infinitive is never the main Verb. Even when the Gerund or the Infinitive is the Object of a sentence, it is common for a second Object to follow the Gerund or Infinitive because of their "verb" meaning: I enjoy watching movies, I do not want to study Physics, I asked my friend to help me.

There are three ways we can use Gerunds and Infinitives:

1. Certain words are followed by an **Infinitive** with or without 'to'.

Usage	Example
as the Subject of a clause	**To know** you is to love you.
after certain expressions (without 'to')	Why not **go** to the cinema?
after Modal Verbs (without 'to')	I *can* **swim**.
after Modal Verb substitutes (with 'to')	He *wants* **to swim**.
after certain Verbs with question words (Infinitive constructions)	They do not *know* *how* **to swim**.
after certain Verbs with Objects (without 'to')	He *made* *her* **swim**.
after certain Verbs with Objects (with 'to')	They *wanted* *him* **to swim**.
after certain Adjectives and their comparisons	It is *easier* **to swim** downstream.
after a Noun that come from a Verb (to promise)	We made *a promise* **to swim**.

2. Certain words are followed by a **Gerund**.

Usage	Example
as the Subject of a clause	**Cycling** is good for your health.
after certain Adjectives	He is afraid of go**ing** by plane.
after certain Prepositions	Before go**ing** to bed he turned off the lights.
after certain Verbs	I **enjoy** cook**ing**.
after certain Verbs with Prepositions	I am **looking forward to** see**ing** you again.
after certain Nouns	We had **problems** find**ing** our way back home.

3. Words followed either by an **Infinitive** or by a **Gerund**

Usage	Example
same meaning	I started to read. / I started reading.
same meaning but different use	She forbids us to talk. / She forbids talking.
Attention: different meaning!	He stopped **to** smoke. / He stopped smoking.
Infinitive or Present Participle	I saw him go up the stairs. / I saw him going up the stairs.

Before I show you the Gerunds versus Infinitivess in detail, we should have a look at the 6 most basic rules for applying Gerunds.

The Three Basic Gerund Rules

1. Subject = Gerund

In most cases, **using an Infinitive is possible and correct**, but it is very **formal**, it sounds **stiff** and it is **not very common** in this position. When you need an action as a Subject, use a Gerund: **Reading** is my favourite hobby, **Learning** English has improved my confidence.

2. Preposition + Gerund

After a Preposition, use a Gerund. This is true for Prepositions that are part of Phrasal Verbs, too: I *thought* <u>about</u> **calling** my grandma, but I was too tired; Are you *planning* <u>on</u> **going** to the party? (Mind: *planning* is not a Gerund here, but the Present Continuous tense.)

3. Verb + Gerund

A Gerund or an Infinitive can be used after a main Verb. It depends on the Verb, and there is **NO EASY RULE** for this case. It is helpful when you try to memorise the most common Verbs that take a Gerund, such as *advise, avoid, enjoy, finish, practice, quit, and suggest:* My teacher **advised studying** for the quiz; They **enjoy making** crafts in class.

*Do not forget that some Verbs (such as: like, love, and hate) can take either a Gerund or an Infinitive with no change in meaning: She **likes watching** movies; She **likes to watch** movies.

The Three Basic Infinitive Rules

1. Adjective + Infinitive

After an Adjective, it is common to use an Infinitive Verb. A Gerund is possible in some cases, but an Infinitive is usually the better choice: It is **fun to play** video games on the weekend; It was **helpful to learn** these grammar rules.

2. Noun + Infinitive

If the main Verb has an Object that is a Noun or a Pronoun, it is almost always followed by an Infinitive Verb instead of a Gerund: Did you **want** <u>me</u> **to call** you? The students **asked** <u>their teacher</u> **to help** them.

Mind: This rule is stronger than the "Verb + Gerund" rule. For example, the Verb "advise" normally takes a Gerund (She **advised studying** for the test), but a Noun or Pronoun Object will override this rule (She **advised** <u>her students</u> **to study** for the test).

3. Verb + Infinitive

A Gerund or an Infinitive can be used after a main Verb. It depends on the Verb, and there is **NO EASY RULE** for this case. You have to memorise the most common Verbs that take a Infinitive, such as ask, choose, decide, get, need, plan, promise, and want: He wants to learn Japanese; We need to clean up this mess.

Gerunds Versus Infinitives In Detail

To use Gerunds or to use Infinitives, that is the question! Learning how to use Gerunds and Infinitives is one of the most challenging aspects of learning English. As I said, there is **NO EASY RULE** for the above shown rules No. 3. For this reason, I am going to show you some examples and forms.

Both, Gerunds and Infinitives can be used as the Subject or the complement of a sentence. However, as Subjects or complements, Gerunds usually sound more like normal, spoken English, whereas Infinitives sound more abstract. In the following sentences, Gerunds sound more natural and would be more common in everyday English. Infinitives emphasise the possibility or potential for something and sound more philosophical. If this sounds confusing, just remember that 90% of the time, you will use a Gerund as the Subject or complement of a sentence. Examples:

Learning is important. normal subject

To learn is important. abstract subject - less common

The most important thing is learning. normal complement

The most important thing is to learn. abstract complement - less common

As the Object of a sentence, it is more difficult to choose between a Gerund or an Infinitive. In such situations, Gerunds and Infinitives are not normally interchangeable. Usually, the main Verb in the sentence determines whether you use a Gerund or an Infinitive.

Examples:

He enjoys swimming. "Enjoy" requires a gerund.

He wants to swim. "Want" requires an infinitive.

1. SOME VERBS ARE FOLLOWED BY INFINITIVES.

Examples:

She wants to go to a movie.

Mary needs to talk about her problems.

1.) Examples Of Verbs Followed By Infinitives

1 = verb followed by an infinitive OR an optional noun + an infinitive

3 = verb followed by a gerund OR an infinitive with a difference in meaning

4 = verb followed by a gerund OR an infinitive with little difference in meaning

agree	James agreed *to help me.*
appear	Her health appeared *to be better.*
arrange	Mike arranged *to stay with his cousin in Dublin.*
ask [1]	He asked *to leave.*
begin [3]	She began *to talk.*
can't bear [4]	Jane can't bear *to be alone.*
can't stand [4]	Alice can't stand *to work the late shift.*
care	Robert does not care *to participate in the activity.*
cease [4]	The government ceased *to provide free healthcare.*
choose [1]	We chose *to help.*
claim	She claimed *to be a princess.*

continue [4]	They continued *to talk.*	pretend	The little boy pretended *to be a wild animal.*
decide	We decided *to go to Edinburgh.*	promise [1]	Sarah promised *to stop smoking.*
demand	She demanded *to speak to Mrs Taylor.*	propose [4]	Mabel proposed *to pay for the trip.*
deserve	He deserves *to go to jail.*	refuse	The guard refused *to let them enter the building.*
dread [3]	I dread *to think what might happen.*	regret [3]	We regret *to inform you that your application was rejected.*
expect [1]	They expect *to arrive early.*	remember [3]	Did you remember *to lock the door when you left?*
fail	He failed *to get enough money to pay for the new project.*	seem	Herbert seemed *to be disappointed.*
forget [3]	I forgot *to lock the door when I left.*	start [3]	Walter started *to talk really fast.*
get (be allowed to)	Elizabeth gets *to go to the concert next week! Why can't I?*	swear	Yvonne swore *to tell the truth.*
happen	Mike happened *to be at the bank when it was robbed.*	tend	She tends *to be a little shy.*
		threaten [1]	He threatened *to leave forever.*
hate [4]	He hates *to clean dishes.*	try [3]	Brenton tried *to lift the table, but it was too heavy.*
hesitate	She hesitated *to tell me the problem.*	vow	Edward vowed *to take revenge.*
hope	I hope *to begin college this year.*	wait	She waited *to buy a movie ticket.*
intend	We intend *to visit you next spring.*	want [1]	I want *to study Spanish.*
learn	I learned *to speak Japanese when I was a kid.*	wish [1]	I wish *to stay.*
like [4]	Josephine likes *to read.*	would like [1] (or: "wish" or "want")	We would like *to start now.* We wish *to start now.* We want like *to start now.*
love [4]	We love *to scuba dive.*		
manage	He managed *to open the door without the key.*	yearn	Frederick yearns *to travel somewhere exotic.*
need [1,3]	I need *to study.*		
neglect [4]	She neglected *to tell me the date of the meeting.*		
offer	Frank offered *to drive us to the supermarket.*		
plan	We plan *to go to Sidney this summer.*		
prefer [4]	He prefers *to eat at 9 o'clock in the morning.*		
prepare [1]	Lorena prepared *to take the test.*		

2. SOME VERBS ARE FOLLOWED BY GERUNDS AS OBJECTS.

Examples:

She suggested going to a movie.

Victoria keeps talking about her problems.

2.) Examples Of Verbs Followed By <u>Gerunds</u>

2 = verb followed by a gerund OR a noun + an infinitive

3 = verb followed by a gerund OR an infinitive with a difference in meaning

4 = verb followed by a gerund OR an infinitive with little difference in meaning

admit	He admitted *cheating on the test.*
advise [2]	The doctor generally advised *drinking low-fat milk.*
allow [2]	Ireland doesn't allow *smoking in bars.*
anticipate	I anticipated *arriving late.*
appreciate	I appreciated *her helping me.*
avoid	He avoided *talking to her father.*
begin [4]	I began *learning Russian.*
cannot bear [4]	He cannot bear *having so much responsibility.*
can't help	He can't help *talking so loudly.*
cannot see	I cannot see *paying so much money for a car.*
can't stand [4]	She cannot stand *him smoking in the office.*
cease [4]	The government ceased *providing free healthcare.*
complete	He completed *renovating the house.*
consider	She considered *moving to Cardiff.*
continue [4]	They continued *talking.*
defend	The lawyer defended *her making such statements.*
delay	Mr Weightman delayed *doing his taxes.*
deny	He denied *committing the crime.*
despise	Rosemary despises *waking up early.*
discuss	We discussed *working at the company.*
dislike	She dislikes *working in the night.*

do not mind	I do not mind *helping you.*
dread [3]	Sabrina dreads *getting up early.*
encourage [2]	He encourages *eating healthy foods.*
enjoy	He enjoys *hiking.*
finish [3]	Susan finished *doing her homework.*
forget [3]	I forgot *giving you my book.*
hate [4]	I hate *cleaning the bathroom.*
imagine	He imagines *working there one day.*
involve	The job involves *traveling to France once a month.*
keep	He kept *interrupting me.*
like [4]	She likes *listening to music.*
love [4]	I love *swimming.*
mention	He mentioned *going to that college.*
mind	Do you mind *waiting here for a few minutes.*
miss	She misses *living near the beach.*
need [3]	The aquarium needs *cleaning.*
neglect [4]	Sometimes she neglects *doing her homework.*
permit [2]	Ireland does not permit *smoking in restaurants.*
postpone	He postponed *returning to Manchester.*
practice	She practiced *singing the song.*
prefer [4]	He prefers *sitting at the back of the cinema.*
propose [4]	I proposed *having breakfast at the beach.*
quit [3]	She quit *worrying about the problem.*
recall	Tom recalled *using his credit card at the store.*
recollect	She recollected *living in Germany.*
recommend	Sophia recommended *taking the train.*
regret [3]	He regretted *saying that.*

remember [3]	I remember *telling him the address yesterday.*
report	He reported *her stealing the money.*
require [2]	The certificate requires *completing two courses.*
resent	Irene resented *Arthur's being there.*
resist	He resisted *asking for help.*
risk	He risked *being caught.*
start [4]	He started *studying harder.*
stop [3]	She stopped *working at 5 o'clock.*
suggest	They suggested *staying at the hotel.*
tolerate	I tolerated *her talking.*
try [3]	Mike tried *opening the lock with a paperclip.*
understand	I understand *his quitting.*
urge [2]	They urge *recycling bottles and paper.*

Gerunds can often be modified with Possessive forms such as his, her, its, your, their, our, John's, Mary's, the machine's, and so on. This makes it clearer who or what is performing the action.

Examples:

I enjoyed *their* singing. They were singing.

She understood *his* saying no to the offer. He said no.

Claudia resented *Julia's* coming late to the dinner. Julia came late to the dinner.

We discussed *the machine's* being broken. The machine is broken.

3. *SOME VERBS ARE FOLLOWED BY A NOUN PLUS AN INFINITIVE.*

In some situations, the noun is required. In other situations, the Noun is optional.

Examples:

The police ordered the man to stop. Noun is required

She asked to leave. Noun is optional

She asked him to leave. Noun is optional

3.) Examples Of Verbs Followed By Nouns + Infinitives (the NOUN here includes also PRONOUNS and NAMES!)

LIST 3A: VERB + REQUIRED NOUN + INFINITIVE

2 = verb followed by a gerund OR a noun + an infinitive

3 = verb followed by a gerund OR an infinitive with a difference in meaning

List 1: Verb + Required Noun + Infinitive

advise [2]	I advised *them to see a doctor.*
allow [2]	Ireland does not allow *people to smoke in bars.*
cause	He caused *her to make a mistake.*
convince	Ned convinced *me to quit my job.*
enable	Financial aid enabled *the students to pay such expensive tuition fees.*
encourage [2]	He encourages *his patients to eat healthy foods.*
force	The commander forced *the soldiers to march in the rain.*

get (cause to)	Hazel got *George to wash her car.*
hire	Mr O'Brian hired *Vivian to work as a receptionist.*
invite	We invited *them to join us.*
order	The police ordered *him to put his hands in the air.*
permit [2]	California does not permit *people to fish without a fishing license.*
remind	They reminded *me to pay the bills before the end of the month.*
require [2]	The certificate requires *students to complete two courses.*
tell	He told *me to shut up.*
urge [2]	They urge *citizens to pay higher taxes.*
warn	Mr Hudson warned *Brenton not to be late.*

ask	She asked to leave.	She asked *him* to leave.
choose	I chose to help out.	I chose *him* to help out.
expect	They expect to arrive early.	The expect *him* to arrive early.
need [3]	I need to clean the house.	I need *her* to clean the house.
prepare	They prepared to take the test.	They prepared *her* to take the test.
promise	She promised to stop smoking	She promised *him* to stop smoking.
threaten	He threatened to leave forever.	He threatened *her* to leave forever.
want	I want to study Spanish.	I want *my son* to study Spanish.
wish	I wish to stay.	I wish *him* to stay. **rare form!**
would like	We would like to start now.	We would like *him* to start now.

LIST 3B: VERB + OPTIONAL NOUN + INFINITIVE
(the NOUN here includes also PRONOUNS and NAMES!)

Notice in the examples below that the Verbs can be followed by an Infinitive or a Noun plus an Infinitive. When a Noun is added, it usually changes who or what is performing the action.

To understand this better, look at the first verb "ask" and its examples. In the first sentence, *she* is asking if *she herself* can leave. In the second sentence, *she* is requesting that *a man* leave. Study the examples below and consider how the optional Noun changes the meaning.

4. SOME VERBS ARE USUALLY FOLLOWED BY A GERUND, BUT they can also be followed by a Noun plus Infinitive.
Using a Noun plus Infinitive will usually change who is performing the action.
Examples:
    I advised taking the train. in general
    I advised him to take the train. He will take the train.

4.) Examples Of Verbs Followed By Either Gerunds Or Nouns + Infinitives

advise	I advised seeing a doctor.	I advised *them* to see a doctor.
allow	Ireland does not allow smoking in bars.	Ireland does not allow *people* to smoke in bars.
encourage	He encourages eating healthy foods.	He encourages *his patients* to eat healthy foods.
permit	California does not permit fishing without a fishing license.	California does not permit *people* to fish without a fishing license.
require	The certificate requires completing two courses.	The certificate requires *students* to complete two courses.
urge	They urge paying higher taxes.	They urge *citizens* to pay higher taxes.

5. THERE ARE MANY "GO + GERUND" EXPRESSIONS used for adventure sports and individual recreational activities.
Examples:

    I go swimming every weekend.
    Would you ever go skydiving?

Bear in mind that we can exchange "go" for "come" as they are an intellectual pair. And, of course, we can extent "go" and "come" to

Verbal Phrases such as "go in, go out, go on, come in, come out, come on" etc.

5.) Examples Of Go + Gerund

go / come boating	go / come bowling
go / come bungee jumping	go / come camping
go / come canoeing	go / come climbing
go / come dancing	go / come fishing
go / come hiking	go / come horseback riding
go / come hunting	go / come jogging
go / come kayaking	go / come mountain climbing
go / come paragliding	go / come parasailing
go / come rollerblading	go / come running
go / come sailing	go / come scuba diving
go / come shopping	go / come sightseeing
go / come skateboarding	go / come skating
go / come sledding	go / come skiing
go / come skinny-dipping	go / come skydiving
go / come snorkeling	go / come snowboarding
go / come spearfishing	go / come surfing
go / come trekking	go / come water skiing
go / come window shopping	go / come windsurfing

6. GERUNDS ARE USED AFTER PREPOSITIONS.

Most commonly, these are "Verb + Preposition" combinations which are also called Verbal Phrases.

We do not have to memorise these resources, we just need to remember that Gerunds are used **after** Prepositions!

Examples:

They *admitted to* committing the crime.

Dennis *made up for* forgetting my birthday.

He is *thinking about* studying abroad.

7. THERE ARE MANY "ADJECTIVE + PREPOSITION" COMBINATIONS and "Noun + Preposition" combinations in English as well.

These are also followed by Gerunds. **List of Adjective + Preposition Combinations Followed by Gerunds** and **List of Noun + Preposition Combinations Followed by Gerunds**.

Once again, we do not have to memorise these resources, we just need to **remember that Gerunds are used <u>after</u> Prepositions**!

Examples:

Sandy is *scared of* flying. adjective + preposition

Nick is *anxious about* taking the examination. Adjective + Preposition

His *interest in* becoming a professional snowboarder was well known. Noun + Preposition

Thomas' *story about* seeing a grizzly bear was really exciting. Noun + Preposition

7.) Examples Of Noun + Preposition Combinations Followed By Gerunds

The following is ONLY A SAMPLE LIST of the most commonly used Noun + Preposition combinations that can be followed by Gerunds.

addiction to	His *addiction to* surfing the Internet is a problem.
advantage of	He has the *advantage of* speaking English fluently.
anxiety about	Her *anxiety about* speaking in public caused her to lose the job.
belief in	His *belief in* not harming animals was something he learned from his mother.
credit for	She took *credit for* improving the filing system.
dedication to	His *dedication to* teaching was impressive.
delay in	The *delay in* processing the visa caused problems.
devotion to	His *devotion to* biking allowed him to win the competition.
disadvantage of	The *disadvantage of* flying is that you can't see the scenery along the way.
experience in	She has a great deal of *experience **in*** introducing new products to international markets. **With the Noun "experience," sometimes a Gerund is added without the Preposition "in". "Experience introducing new products" would also be acceptable.**
fear of	His *fear of* flying made travel difficult.
fondness for	Her *fondness for* traveling led to her career in the travel industry.

habit of	His *habit of* smoking in restaurants caused trouble.
interest in	Her career as a pilot evolved out of her *interest in* flying.
knowledge of	Her *knowledge of* climbing helped her during the competition.
love of	His *love of* singing developed when he was a child.
memory of	Their *memories of* traveling in India will stay with them forever.
preference for	I think his *preference for* speaking his native language is natural.
process of	The *process of* painting such a large mural is more complicated than you might think.
reaction to	His *reaction to* winning the prize was quite funny.
reason for	The main *reason for* taking the course is to improve your language skills.
regret for	The criminal's *regret for* committing the crime did not convince the judge.
report on	The magazine's *report on* choosing the right car was not well researched.
reputation for	Her *reputation for* lying is well known.
responsibility for	His *responsibility for* completing the project on time was acknowledged by the company.
story about	I do not know if I believe his *story about* seeing a crime.
talent for	His *talent for* learning languages was impressive.

8. ADJECTIVE + PREPOSITION COMBINATIONS FOLLOWED BY GERUNDS

(all Adjectives here are used in an attributive way, and they can be built from the Past Participle of a Verb!)

The following is ONLY A SAMPLE LIST of the most commonly used Adjective + Preposition combinations that can be followed by Gerunds.

accustomed to	Helen is *accustomed to* having her own office.
addicted to	She is *addicted to* watching telly.
afraid of	She is *afraid of* speaking in public.
anxious about	Norma is *anxious about* making the presentation.
bored of	I am *bored of* doing the same old job.
capable of	He is *capable of* winning a gold medal.
committed to	She is *committed to* improving her English.
concerned about	Nancy was *concerned about* being late.
content with	Donald is *content with* winning second place.
dedicated to	The organisation is *dedicated to* ending poverty.
devoted to	The money will be *devoted to* protecting the environment.
disappointed with	Nathan was *disappointed with* coming in third place.
discouraged by	He was *discouraged by* not getting the job.
excited about	The researcher was *excited about* going to Antarctica.
famous for	That actor is *famous for* being extremely weird.
fond of	She is *fond of* having picnics.
frightened of	She is *frightened of* being alone at night.

guilty of	The banker was *guilty of* stealing money.
happy about	He was *happy about* winning the lottery.
interested in	She is *interested in* becoming a doctor.
involved in	He was *involved in* making the movie.
known for	She was *known for* causing problems.
opposed to	They are *opposed to* building a new road in the park.
proud of	He was *proud of* having completed the marathon.
remembered for	She is *remembered for* protecting mountain gorillas.
responsible for	He is *responsible for* causing the damage.
scared of	Amanda is *scared of* being alone at night.
terrified of	Roy is *terrified of* being attacked by a shark.
tired from	He is *tired from* working all day.
tired of	Ruth is *tired of* making dinner every night.
worried about	The hikers were *worried about* not having enough water.

9. SOME VERBS CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE, but WITH A DIFFERENCE in meaning.

Examples: *Nancy remembered getting married.* Meaning: Nancy has a memory of getting married. In opposite to: *Fred remembered to bring sunblock to the beach.* Meaning: Fred remembered that he needed to bring sunblock.

9.) Examples Of Verbs Followed By Gerunds Or Infinitives (Different Meaning)

These Verbs can be followed by either the Gerund or the Infinitive with a change in meaning.

BEGIN + GERUND

When "begin" is used in non-Continuous tenses, we can either use a Gerund or an Infinitive: *She began singing. - She began to sing.*

BEGIN + INFINITIVE

When "begin" is used in Continuous tenses, an Infinitive is used: *She is beginning to sing.*

DREAD + GERUND

Usually "dread" is followed by a Gerund: *She dreaded taking the test.*

DREAD + INFINITIVE

"Dread" is sometimes used with Infinitives such as "think" or "consider." In the sentence above, "dreaded to think" means "did not want to think": *He dreaded to think of the consequences of his actions.*

FORGET + GERUND

"*Forget*" is the opposite of "*remember*" they build an intellectual pair. When "forget" is used with a Gerund, it means "to forget that you have done something." The next sentence means that she read the book when she was a kid, and that she has forgot that fact: *She forgot reading the book when she was a kid. Have we really studied this topic before? I forget reading about it. I told my brother that we had spent Christmas at Granny's house in 2011, but he had forgot going there.*

FORGET + TO + INFINITIVE

When forget is used with an Infinitive, it means "to forget that you need to do something." The sentence above means that she forgot that she needed to pay the rent: *She forgot* to pay *the rent this month. She keeps forgetting* to bring *his book back. I forgot* to call *my father. (= I wanted to call my father, but when it was a good time to call him, I forgot. I was thinking about something else, and the idea to call my father did not come into my head).*

KEEP + GERUND

"Keep" is normally used with a Gerund to mean that you continue doing an action: *She kept talking.*

KEEP + INFINITIVE

"Keep" can also be used with an object followed by an Infinitive, but then the infinitive takes on the meaning of "in order to... ." In the sentence above, the attackers kept hostages in order to prevent the police from entering: *The attackers kept hostages* **to** *prevent the police from entering.*

NEED + GERUND

When "need" is used with a Gerund, it takes on a Passive meaning. The sentence above means "the house needs to be cleaned": *The house needs* cleaning.

NEED + INFINITIVE

 "Need" is usually used with an Infinitive or an Object + an Infinitive: *He needs* to call *his boss.   He needs him* to call *his boss.*

REGRET + GERUND

"Regret" is normally used with a Gerund. This is when you are sorry about something you did in the past and you wish you had not done it: *I regret* going *to bed so late. I'm really tired today.*
She regrets leaving *school when she was sixteen. She wishes that she had studied more and then gone to university.* I regretted being late to the interview.

REGRET + TO + INFINITIVE

But sometimes we use this construction when we are giving someone bad news, in quite a formal way. The Verb is almost always something like 'say' or 'tell' or 'inform': *We regret* to tell *you that the train has been delayed. The company regrets* to inform *employees that the London office will close next year.* We regret *to inform* you that your position at the company is being liminated.

REMEMBER + GERUND

When "remember" is used with a Gerund, it means "to remember that you have done something in the past." The sentence above means that I mentioned the meeting, and that I remember the fact that I did that: *I remember* mentioning *the meeting yesterday. I remember* going *to Holland when I was a child. (= I have a memory of going to Holland) He remembers* closing *the door. (= He has a memory of closing the door).*

REMEMBER + TO + INFINITIVE

When "remember" is used with an Infinitive, it means "to remember that you need to do something." (And usually, you then do the thing). **The next**

sentence means that he remembered that he needed to turn the lights off: He remembered *to turn off* the lights before he left.   I remembered *to buy* juice. (= I was walking home and the idea that I needed juice came into my head, so I bought some). She remembered *to send* a card to her grandmother. (She remembers that she needs to send a card to her grandmother..

START + GERUND

When "start" is used in non-Continuous tenses, you can either use a Gerund or an Infinitive: Lydia *started talking* really fast. Lydia *started to talk* really fast.

When "start" is used in Continuous tenses, an Infinitive is used: Lydia is starting to talk really fast.

START + INFINITIVE

When "start" is used with an Infinitive, the Infinitive takes on the meaning of "in order to." *I started (in order)* **to** *learn French, but it was so much work that I finally quit the class. In other situations, an Infinitive means that you did not complete or continue an action.*

STOP + GERUND

ATTENTION: "Stop" is normally used with a Gerund and it means the Verb in the Gerund (-ing) **is the thing that we stop:** *Jim stopped* smoking *for health reasons. I stopped* working *when I was expecting a baby. (Working is the thing I stopped). My grandmother stopped* driving *when she was 85. (Driving is the thing she stopped). My boss came into the room, so I stopped* browsing *the internet. There was a fire alarm, so I stopped* eating *and went outside.* **BUT:**

STOP + TO + INFINITIVE

When "stop" is used with an Infinitive, the Infinitive takes on the meaning of "in order to." and this means that the Verb in the Infinitive is NOT the thing we stop, but something else: *Jim* stopped **to** *smoke.* (= He has stopped something else because he wants to smoke a cigarette), in contrast to: *Jim stopped smoking* (= He gave up smoking cigarettes OR He has thrown away his cigarette at that moment). Compare in the *diagram*:
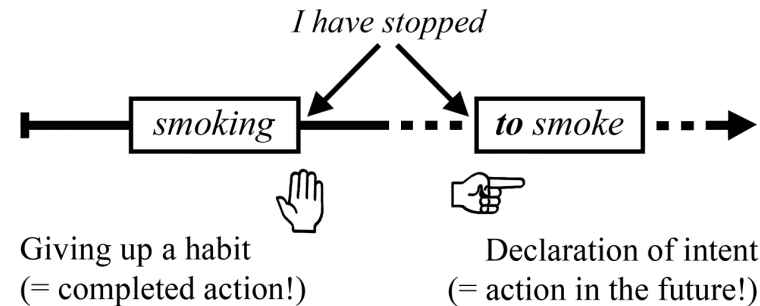
More examples: *I (have)* stopped *(my work* in order*)* **to** **rest** *for a few minutes. I* stopped *(my work* in order*)* **to** *eat lunch. Sue was shopping and she* stopped *(it* in order*)* **to** *get a cup of coffee. (Sue stopped shopping because she wanted to get a cup of coffee).*

Although we have used the Simple tense forms above, most people actually use the Perfect forms "have stopped" because the Simple tenses indicate a habit rather than an action. With the Simple tenses, "stop" itself becomes a longer lasting habit rather than just a short interruption of some other actions. "I stopped / stop / will stop / would stop smoking cigarettes" is pretty static, therefore the same sentence is much more dynamic in its Perfect forms and shows in greater accuracy and variety what we really mean. Remember: Just like in "It is ten

minutes **to** six", the direction word "**to**" indicates a foreward movement towards the future while "-ing" only stands for an action. This fact is important when we use the word "stop". Look again:

I **had stopped smoking** cigarettes before (I began smoking again).
I **have stopped smoking** cigarettes recently (and I feel relieved).
I **will have stopped smoking** cigarettes by the end of the week (, I think).
I **would have stopped smoking** cigarettes if I could. (But I could not!).

I **had stopped** (my work in order) **to smoke** a cigarette (when the boss came in).
I **have stopped** (my work in order) **to smoke** a cigarette (and I am smoking now).
I **will have stopped** (my work in order) **to smoke** a cigarette (by lunchtime).
I **would have stopped** (my work in order) **to smoke** a cigarette (but I had no time).

TRY + GERUND
 "Try + Gerund" means that you do something as an experiment with different methods in order to see if something works. The thing you do is not difficult, but you want to see if doing it will have the result that you want:
   She cannot find a job. She tried looking in the paper, but there was nothing.
   She tried asking friends and family, but nobody knew of anything. She also tried going shop to shop, but nobody was hiring.
   I wanted to stop smoking, so I tried using nicotine patches. (= Using nicotine patches was easy, but I wanted to know if it would help me stop smoking).
   She tried giving up chocolate, but it did not help her lose weight. (It was easy for her to give up chocolate. She gave it up to see if it would help her lose weight, but it did not).

 "Try + Gerund" is often used when you experiment with something, but you do not really like it or want to do it again.
She tried eating the snake soup, but she did not like it.

TRY + TO + INFINITIVE
This is when the thing you do itself is difficult and you do not succeed in doing it.
   I tried to lift the suitcase, but it was too heavy.
   She tried to catch the bus, but she couldn't run fast enough.
When you "try to do" something, you want to do it, but you do not succeed in actually doing it. In the sentence above, an infinitive is used because she cannot successfully climb the tree.
   She tried to climb the tree, but she could not even get off the ground.
An Infinitive is also used if you are asking someone to try something they may or may not be able to accomplish.
   Try not to wake the baby when you get up tomorrow morning at 5.

Look at the difference:
   I tried giving up chocolate (it was no problem to stop eating chocolate) but it didn't make me feel more healthy.
   I tried to give up chocolate, but it was too hard. I always ate some when my friends offered it to me.
   It was too hot in the room. I tried opening the window (it was easy to open the window). It did not help though, because it was very hot outside too.
   I tried to open the window, but I could not because it was stuck.

10. SOME VERBS CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE WITH LITTLE DIFFERENCE IN MEANING.

Examples:

She likes swimming.

She likes to swim.

Although the difference in meaning is small with these particular Verbs, and Gerunds and Infinitives can often be used interchangeably, there is still a meaning difference. Using a **Gerund** suggests that you are **referring to real activities** or experiences. Using an **Infinitive** suggests that you are talking about **potential or possible activities** or **experiences**. Because of this small difference in meaning, Gerunds and Infinitives cannot always be used interchangeably, such as in the examples below.

Examples:

The British reporter likes living in Melbourne. He lives in Melbourne and he likes what he experiences there.

The British reporter likes to live in Melbourne whenever he works in Australia. He likes the option or possibility of living in Melbourne when he works in the Australia.

I like speaking Italian because it's such a beautiful language. I like the experience of speaking Italian, and the way it makes me feel when I speak the language.

I like to speak Italian when I am in Italy. I prefer the option of speaking Italian when I am in Italy.

10.) Examples Of Verbs Followed By Gerunds Or Infinitives (Similar Meaning)

cannot bear	She cannot *bear being* alone.	She cannot *bear to be* alone.
cannot stand	Hilda cannot *stand working* the late shift.	Hilda cannot *stand to work* the late shift.
cease	The government *ceased providing* free health care.	The government *ceased to provide* free health care.
continue	She *continued talking*.	She *continued to talk*.
hate	He *hates cleaning* dishes.	He *hates to clean* dishes.
like	Samantha *likes reading*.	Samantha *likes to read*.
love	We *love scuba diving*.	We *love to scuba dive*.
neglect	He *neglected doing* his daily chores.	He *neglected to do* his daily chores.
prefer	He *prefers eating* at 9 in the morning.	He *prefers to eat* at 9 in the morning.
propose	My sister *proposed paying* for the trip.	My sister *proposed to pay* for the trip.

11. THERE ARE MANY "BE + ADJECTIVE" COMBINATIONS THAT ARE COMMONLY FOLLOWED BY INFINITIVES.

Examples:

They were anxious to begin.

She was delighted to receive such good feedback.

He is lucky to have such good friends.

11.) Examples Of Be + Adjective Combinations Followed By Infinitives

(Notice that the negative "not" stands always before "to"!)

be amazed	He *was amazed* to discover the truth.
be anxious	She *was anxious* to start her new job.
be ashamed	He *was ashamed* to admit he had lied.
be bound	She *is bound* to be elected class president.
be careful	They *were careful* not to reveal the winner of the prize until the end.
be certain	She *is certain* to get the job.
be content	The student *was content* to receive second place in the competition.
be delighted	We *were delighted* to be invited to the wedding.
be determined	He *was determined* to finish the marathon.
be eager	He *was eager* to begin.
be eligible	They *were not eligible* to participate in the program.
be fortunate	She *was fortunate* to receive the research grant.
be glad	I *would be glad* to help out.
be happy	She *was happy* to see them at the party.
be hesitant	Carl *was hesitant* to say anything.

be liable	The mountain climber *is liable* to hurt himself if he does not use well-made equipment.
be likely	They *are likely* to show up at any time.
be lucky	You *were lucky* to have such an opportunity.
be pleased	I *am pleased* to meet you.
be proud	He *was proud* to have been chosen to lead the project.
be ready	I *am ready* to go now.
be reluctant	The witness *was reluctant* to reveal what he had seen.
be sad	She *was really* sad to leave.
be shocked	He *was shocked* to discover the truth.
be sorry	I *am sorry* to have to tell you that the tickets are sold out.
be surprised	She *was surprised* to discover that he had never learned how to swim.

12. THERE ARE ALSO MANY NOUNS THAT ARE COMMONLY FOLLOWED BY INFINITIVES.

Examples:

It was a good *decision* to move to Jersey.

His *wish* to become an actor was well known.

Stanley's *desire* to improve impressed me.

12.) Examples Of Nouns Followed By Infinitives

advice	His *advice* to continue was good.
appeal	The *appeal* to reduce pollution was ineffective.
attempt	Her *attempt* to locate them was unsuccessful.
chance	In Britain, you will have a *chance* to improve your English.
decision	The *decision* to increase taxes was not popular.
desire	His *desire* to get a good job motivated him.
dream	Her *dream* to become an actress was never realized.
goal	His *goal* to run a marathon seemed unrealistic.
motivation	Her *motivation* to enter university impressed them.
need	Jack's *need* to be the centre of attention was irritating.
opportunity	The *opportunity* to live in Madrid interested Stephen.
order	They followed the general's *order* to retreat.
permission	*Permission* to enter the area was difficult to get.
plan	Stephen's *plan* to move to Madrid bothered his family.
preparation	NASA's *preparations* to launch a new spaceship on Monday moved forward.
proposal	Her *proposal* to host the party impressed the committee.
recommendation	His *recommendation* to close the school upset the community.

refusal	Diana's *refusal* to help did not go unnoticed.
reminder	Her *reminder* to review the vocabulary helped me pass the test.
request	Their *request* to participate was granted.
requirement	Their *requirement* to speak five languages fluently was unreasonable.
suggestion	Her *suggestion* to leave seemed like a good idea.
tendency	His tendency to tap his desk during a test annoyed me.
wish	Her *wish* to be treated normally was respected.
way	One *way* to improve your English is to watch soap operas that have English subtitles.

13. SOMETIMES INFINITIVES ARE USED TO EXPRESS THE IDEA OF "IN ORDER TO DO SOMETHING."

This idea of "in order to do something" is found in many English patterns.
Examples:

He bought the English dictionary *to* look up difficult words. in order to look up

Frances sold her car *to* get the money that she needed. in order to get

Francis uses wikipedia.org *to* learn English. in order to learn

too + Adjective / Adverb + Infinitive

Examples:

The box is *too heavy* to carry.

The television is *too expensive* to buy.

Fiona ran *too slowly* to win the race.

We arrived *too late* to see the beginning of the movie.

Adjective / Adverb + enough + Infinitive

Examples:

She is *tall enough* to reach the book on the shelf.

Ronald was *smart enough* to enter college at the age of 12.

Thomas runs *quickly enough* to win the race.

enough + Noun(s) + Infinitive

Examples:

Michael needs enough time to finish writing his book.

He has *enough money* to buy his own car.

Violet owns enough books to start her own library.

14. CERTAIN EXPRESSIONS ARE FOLLOWED BY "ING" FORMS.

Expressions followed by Verb+ing Forms

Examples:

He had fun cycl**ing**.

They had difficulty find**ing** the car park.

Jonathan spent his time practis**ing** the piano.

14.) Examples Of Expressions Followed By Verb + ing

have (some) problems	He had some problems read**ing** without his glasses.
have a difficult time	She had a difficult time climb**ing** up the mountain.
have a good time	They had a good time snorkel**ing**.
have a hard time	She had a hard time explain**ing** the situation.
have a problem	Bertie had a problem understand**ing** Virginia's accent.
have an easy time	She had an easy time sell**ing** the delicious cookies.
have difficulty	Emma had difficulty translat**ing** the letter by herself.
have fun	The had fun ski**ing**.
have no difficulty	They had no difficulty find**ing** a discount flight to London.
have no problem	Alexander had no problem gett**ing** from the airport to the hotel.
spend one's time	He always spends his time work**ing** out at the leisure centre.
waste one's time	She always wastes her time play**ing** video games.

15. VERBS WHICH INDICATE LOCATION CAN OFTEN BE FOLLOWED BY "ING" FORMS.

This pattern is VERB OF LOCATION + LOCATION + VERB + ING.

Examples:

Ruby *stood* at the *corner waiting* for Duncan.

Josephine *lay* in *bed thinking* about her future.

Nigel *clung* to the side of the cliff looking down.

15.) Examples Of Location Verbs Followed By Verb+Ing

cling	Hee *clung to* the bottom of the bridge *trying* to resist the swift current.
cower	The family *cowered in* their basement *hoping* the tornado would change directions.
crouch	The mountain lion *crouched on* a bolder *watching* the deer walk by below.
hang	The monkey *hung in* the tree *chewing* on the ripened fruit.
lean	Tom *leaned against* the wall *resting* a few moments before he continued on.
lie	He *lay in* bed *thinking* about the day's events.
sit	He always *sits on* the couch *watching* television.
stand	Iris *stood at* the corner *looking* up and down the street.

16. HOW GERUNDS AND INFINITIVES CAN REFER TO CERTAIN TENSES:

In addition to Simple Gerund and Infinitive forms, there are Continuous Gerund and Infinitive forms, Passive Gerund and Infinitive forms and Perfect Gerund and Infinitive forms as well as combinations of these forms. Continuous forms are used to emphasise that an action is taking place now. Passive forms are used to emphasise that the Subject of the sentence is being acted upon. Perfect Gerund and Infinitive forms are used to emphasise completion in both the Past and the Future.

TIME ASPECT	GERUND	INFINITIVE
Simple Present Active Voice	The teacher enjoys **teaching**.	The teacher wants **to teach**.
Continuous Active Voice	Mr Baker is really enjoying **teaching** his class. (Looks the same as simple form above.)	Mr Baker would like **to be teaching** his class.
Perfect Active Voice	The retired teacher recalled **having taught**.	The teacher was expecting **to have taught** that already.
Simple Present Passive Voice	The students enjoy **being taught**.	The students want **to be taught**.
Continuous Passive Voice	The students are enjoying **being taught** by such an exciting new teacher. (Looks the same as the passive form above.)	The students would like **to be being taught** by Mr Smith.
Perfect Passive Voice	The older students recalled **having been taught** that already.	The students were expecting **to have been taught** that by now.

UNDERSTANDING TRANSITIVE AND INTRANSITIVE VERBS

Another feature of the English grammar which is hard to understand is the difference between a Transitive Verb and an Intransitive Verb. In short: A **Transitive Verb** is a Verb that **requires one** or more **Objects**. In contrast to a Transitive Verb, an **Intransitive Verb** does **not take** any **Object**. And therefore: an Intransitive Verb **cannot build** a tense in the **Passive Voice**! In other words: The **action is not done to someone or something**. It **only** involves the **Subject!**

Knowing if a Verb is used in a Transitive or in an Intransitive way helps learners to use words correctly and improves grammar accuracy. And to understand what Transitive and Inransitive Verbs are, it's first necessary to understand what the Object of a Verb is. Take a look at these two simple sentences:

- *My mother likes tea.*
- *My mother laughed.*

'My mother' is the **Subject** in both sentences. In the first sentence 'like' is the Verb and 'tea' is its **Object**. 'Like' is therefore a **Transitive Verb**, because it has an Object. The Object can be either a Noun, a Pronoun, or an entire clause.
In the second sentence, the Verb is 'laugh'. It has no Object and is therefore an **Inransitive Verb**. So, we have the following definitions:

- **a Transitive Verb has an Object**
- **an Inransitive Verb has NO Object.**

More Examples:

- He *laughed*. (*Laughed* is an Intransitive Verb. It has no Direct Object. We cannot laugh something.)
- He *told* a joke. (*Told* is a Transitive Verb. The Direct Object is *a joke*. We can tell something, a story, a lie, a joke, etc.)

It is important to know whether a Verb is **transitive** or **intransitive** as it is this quality that decides what Verb tenses we can use. Therefore, in a good dictionary, we can see these remarks after any Verb entry: (**tr** or **vt** or just **t**) for "transitive", (**intr** or **vi** or just **i**) for "intransitive", or (mainly **intr** or **vi** or just **i**) for "mainly intransitive".
There is a useful rule that helps to find out by yourself, what quality a Verb has: Just find the **Direct Object** of a Verb **by asking** "**what?**" or "**whom?**". If this question has no appropriate answer, then we are probably dealing with an Intransitive Verb. Look:

- He *caught* the bus after the party. (Question: *Caught what*? Answer: *the bus* ("the bus" is the Direct Object. So the Verb is transitive.)
- He *disappeared* after the party. (Question: *Disappeared what*? That *does not make sense* as we cannot disappear something. So, this is an Intransitive Verb. It cannot take a Direct Object!)

Now let's go into more detail about Transitive and Inransitive Verbs by looking at what can follow them in a sentence.

Transitive Verbs (and what follows them)
When a Verb is **Transitive** it always has an Object. It is **incorrect** to use a Transitive Verb **without an Object**.

The Object of a Transitive Verb can be:

1. a Noun: *Tom sold **his house***. *They drank **the beer***.
2. a Pronoun: *He sold **it***. *He kissed **her***.
3. a clause: *He asked **his friend to help him***.
   *She knows **where I live***.

Transitive Verbs with two Objects

Some Transitive Verbs, such as 'lend', 'give' and 'buy' can have two Objects. In the sentence *I brought her some wine* both 'her' and 'wine' are Objects. Here are three more examples:

- *He gave his wife a birthday present*. ('his wife' and 'a birthday present' are the Objects)
- *They cooked their friends a meal*. ('their friends' and 'a meal' are the Objects)
- *Mary poured him a glass of wine*. ('him' and 'a glass of wine' are the Objects)

Examples of Intransitive Verbs

Here are some more examples of intransitive verbs:

- Every single person ***voted***.
- The jackdaws ***roost*** in these trees.
- The crowd ***demonstrated*** outside the theatre. (*demonstrated* is an Intransitive Verb here. However, *to demonstrate* can be used transitively too: *He demonstrated an experiment to the class.*)

Inransitive Verbs (and what sometimes follows them)

When a Verb is **Intransitive** it never has an Object:

- *The man appeared*. (Inransitive Verb = 'appear')
- *I sneezed*. (Inransitive Verb = 'sneeze')
- *My uncle has just died*. (Inransitive Verb = 'die')
- *The bomb exploded*. (Inransitive Verb = 'explode')
- *The match ended*. (Inransitive Verb = 'end')

However, some Inransitive Verbs **can** be followed by a prepositional phrase or an Adverb:

- *I fell **off my bike***. (prepositional phrase = 'off my bike')
- *The ball rolled **away***. (Adverb = 'away')

A few Inransitive Verbs **must** be followed by something (either a prepositional phrase or an Adverb). These are often Verbs for describing movement:

- *The plane spiralled **out of control***. NOT only *.
- *The rocket hurtled **towards the planet***. NOT only *.
  (Although Intransitive, the Verbs 'spiral' and 'hurtle' need to be followed by something. They cannot be used alone.)

Tip: We can recognise an Inransitive Verb because it never has a Passive form. For example, you'll see that 'bite', which is Transitive, can be used Passively. The Inransitive Verb 'fall', however, cannot:

- *The dog bit me*. (active)
- *I was bitten by the dog*. (Passive)
- *I fell off my bike*. (active)
- *I was fallen of my bike.* (A Passive form does not make sense!)

There *are* some Transitive Verbs which cannot be made Passive —the Verb 'afford', for example—but there are very few of these.

Some Verbs can be Transitive and Intransitive. Example:

- Dennis *walks* for miles. (As *walks* is not being done to anything, this Verb is intransitive.)

However, compare it to this:

- Dennis *walks* the dog for miles (This time, *walks* does have a Direct Object (*the dog*). Therefore, it is transitive. Some Verbs can be both intransitive and transitive, depending on the precise meaning.)

Here is another example:

- The apes *played* in the woods. (intransitive)
- The apes **played** hide and seek in the woods. (transitive) (Question: played what? Answer: hide and seek.)

Both Transitive AND Intransitive

Some Verbs have several meanings and can be Transitive or Intransitive, depending on the sense in which way they are used. Examples:

- grow (Transitive, 'to produce food') *He grows his own fruit and vegetables*.
- grow (Intransitive, 'to increase in size') *My son is growing*.
- ring (Transitive, 'to call someone') *I rang her yesterday*.
- ring (Intransitive, 'to sound, make a noise') *The doorbell rang*.

List of Common Intransitive Verbs:

Verb	Comment
to agree	can also be transitive (e.g., to agree a point)
to play	can also be transitive (e.g., to play a tune)
to run	can also be transitive (e.g., to run a mile)

to walk	can also be transitive (e.g., to walk the dog)
to eat	can also be transitive (e.g., to eat a cake)
to appear	-
to arrive	-
to belong	-
to collapse	-
to collide	-
to die	-
to demonstrate	can also be transitive (e.g., to demonstrate a skill)
to disappear	-
to emerge	-
to exist	-
to fall	-
to go	-
to happen	-
to laugh	-
to nest	-
to occur	-
to remain	-
to respond	-
to rise	-
to roost	-
to sit	can also be transitive (e.g., to sit a child)
to sleep	-
to stand	can also be transitive (e.g., to stand a lamp)
to vanish	-

Which Verb is used with or without Object? Let us compare:

- Does your dog **bite**? (no Object)
- The cat **bit** *him*. (one Object)
- Can you **bite** *me* off a piece of *banana*? (two Objects)
- The vase **broke**. (no Object; anticausative construction)
- She **broke** the *toothpick*. (one Object)
- Can you **break** *me* some *toothpicks* for my model castle? (two Objects)
- Stop me before I **buy** again. (no Object; antipassive construction)
- The man **bought** a *ring*. (one Object)
- The man **bought** his *wife* a *ring*. (two objects)

List of Common Transitive Verbs:

Verb	Example
to bring	Please bring me a glass of water.
to buy	Do not buy hamburgers at that restaurant.
to cost	My coat cost a lot of money.
to get	My children get good grades in school.
to give	Our family gives gifts at Christmas.
to leave	I leave home at 8:00 in the morning.
to lend	Could you please lend me five dollars?
to make	Did you make coffee this morning?
to offer	My boss offered me a great new job.
to owe	I owe you ten dollars.
to pass	All the students passed the test.
to pay	Don't forget to pay the phone bill.

to play	Jennifer loves playing the piano.
to promise	She promised me she would come to the party.
to read	They read the newspaper every day.
to refuse	The customs officers refused to let me enter the country.
to send	My girlfriend sends me an e-mail message every day.
to show	My neighbour showed me her garden yesterday.
to sing	Muriel sings songs at karaoke every Sunday night.
to take	Travellers take planes or trains to their destinations.
to teach	Our parents teach us to be kind.
to tell	The author tells a good story.
to write	Tommy writes short stories about the South.

The following sentences contain **Transitive Verbs** (with one or more Objects):

- We are going to **need** *a bigger boat*.
- You need to **fill in** *this form*.
- The plane **took off** half *an hour* later.
- Hang on, I **shall be** with *you* in *a minute*.
- We **watched** *a movie* last night.
- She is **eating** *popcorn*.
- When I said that, my sister **smacked** *me*.
- Santa **gave** *me a present*.

In the following sentences, Verbs are used without Direct Object. We consider them Intransitive Verbs or Verbs used intransitively:

- "I **sneezed**."
- "My dog **ran**."

- "When he finished the race, he **vomited**."
- "Water **evaporates** when it is hot."
- "You have **grown** since I last saw you!"

Some Verbs accept Objects but do not always require one. Such a Verb may be used as Intransitive in one sentence, and as Transitive in another:

Intransitive	Transitive
It is **raining**.	It is **raining** *cats and dogs*.
When he finished the race, he **barfed**.	When he finished the race, he **barfed up** *his lunch*.
Water **evaporates** when it is hot.	Heat **evaporates** *water*.
He is been **singing** all day.	He is been **singing** *barbershop* all day.
You have **grown** since I last saw you.	You have **grown** *a beard* since I last saw you!

In general, **Intransitive Verbs** often involve **weather terms, involuntary processes, states, bodily functions, motion, action processes, cognition, sensation,** and **emotion** in general.

As an **Intransitive Verb cannot take a Direct Object**, there is **no tense form in the Passive Voice!** For example:

- She *fell*. ✔ (The verb *fell* - from *to fall* - is intransitive.)
- She **was fallen**. ✘ (There is no passive version of *to fall*.)

Here is another example:

- The event *happened* at 6 o'clock. ✔ (The verb *happened* - from *to happen* - is intransitive.)
- The event **was happened** at 6 o'clock. ✘ (There is no Passive version of *to happen*.)

Compare those two examples to one with a transitive verb:

- The man *baked* a cake. ✔ (The verb *baked* - from *to bake* - is transitive.)
- A cake *was baked* by the man. ✔ (we can turn the Transitive Verb into a Passive version.)

Changing Operations

It is possible to change the Transitivity of a Verb. A Transitive Verb in the Active Voice becomes Intransitive in the Passive Voice. For example, consider the following sentence: *David **hugged** Mary.*

In this sentence, "hugged" is a Transitive Verb taking "Mary" as its Object. The sentence can be made Passive with the Direct Object "Mary" as the grammatical subject as follows: *Mary **was hugged.*** The passive-voice construction cannot take an Object. The passivised sentence could be continued with the agent "by David": *Mary **was hugged** by David.* It cannot be continued with a Direct Object to be taken by "was hugged." For example, it would be ungrammatical to write *"Mary was hugged her daughter"* in order to show that Mary and her daughter shared a hug.

In English, Intransitive Verbs can be used in the Passive Voice when a Prepositional Phrase is included, as in, *"The houses **were lived in by** millions of people."*

CONTRACTIONS

Contractions are quite common in spoken English. Contractions can make the speech faster and often they are easier pronounced. We often "contract" or *shorten* words in English. A Contraction is the combination of two words into a shortened form with the omission of one or some internal letters and the use of an apostrophe instead. For example, For example, we may say "he's" instead of "he is" or "I've" instead of "I have." As you can see, we usually insert an apostrophe (') in place of the missing letter or letters in writing. Here are some example sentences: I haven't seen him. (I have not seen him.); Who's calling? (Who is calling?); They're coming. (They are coming.)

The Contraction 's (= is or has, or even was) is not used only with Pronouns. It can also be used with Nouns, names, question words and words like "here" and "there", for example: The train's late; John's arrived; Where's the phone?; Here's your change; There's a man.

Teachers for English as a foreign language are strongly advised to teach the proper form first, just as our parents do. The reason for such an undertaking is logical: Some Contractions can have two or three meanings. For example, *he'd* can be *"he had"*, *"he should"* or *"he would"*. It depends on the rest of the sentence. Look at these examples: *He'd like to go*. (He would like to go.); *He'd finished when I arrived.* (He had finished when I arrived.) ***BE CAREFUL: Every student MUST be able to speak and write the proper and full form, just in case there is a misunderstanding during a conversation. AND: In writing, only the proper and full form is allowed!!***

There are two different sorts of Contractions: ***common Contractions*** and ***informal Contractions***. The common Contractions can be used in spoken English for almost each daily situation. However, they should not be used in written English. On the following page, we can see a **list of common Contractions** together with their proper forms:

Informal Contractions

Informal Contractions are short forms of other words that people use when speaking casually. They are not exactly slang, but they are a little like slang. For example, *"gonna"* is a short form of *"going to"*. If you say *"going to"* very fast, without carefully pronouncing each word, it can sound like *"gonna"*. Sometimes, the careless speech of native speakers makes it pretty hard for you to understand what they say

Please remember that these are informal Contractions. That means that we do not use them in *"correct"* speech, and we almost never use them in writing. (If you see them in writing, for example in a comic strip, that is because the written words represent the spoken words or dialogue.) We normally use them only when speaking fast and casually, for example with friends.

It is probably true to say that informal Contractions are more common in American English. Some people never use them, even in informal speech, because informal Contractions are considered substandard by others. This means consequently, when you use those short forms, you might be considered as a person of no education and inferior social as well as low cultural status!

The most common Contractions of Pronouns and Auxiliaries are listed here. Some of them, such as *"that'd"* or *"what'd"*, are rarely in use.

	BE	HAVE	HAD	SHALL	SHOULD	WILL	WOULD
I	I'm I am	I've I have	I'd I had	I'll I shall	I'd I should	I'll I will	I'd I would
he	he's he is / he was	he's he has	he'd he had	he'll he shall	he'd he should	he'll he will	he'd he would
she	she's she is / she was	she's she has	she'd she had	she'll she shall	she'd she should	she'll she will	she'd she would
it	it's (or 'tis) it is / it was	it's it has	it'd it had	it'll it shall	it'd it should	it'll it will	it'd it would
we	we're we are / we were	we've we have	we'd we had	we'll we shall	we'd we should	we'll we will	we'd we would
you	you're you are / you were	you've you have	you'd you had	you'll you shall	you'd you should	you'll you will	you'd you would
they	they're they are / they were	they've they have	they'd they had	they'll they shall	they'd they should	they'll they will	they'd they would
that	that's that is / that was	that's that has	that'd that had	that'll that shall	that'd that should	that'll that will	that'd that would
who	who's who is / who was	who's who has	who'd who had	who'll who shall	who'd who should	who'll who will	who'd who would
what	what's / what're what is / what are / what were	what's what has	what'd what had	what'll what shall	what'd what should	what'll what will	what'd what would
where	where's where is / where was	where's where has	where'd where had	where'll where shall	where'd where should	where'll where will	where'd where would
when	when's when is / when was	when's when has	when'd when had	when'll when shall	when'd when should	when'll when will	when'd when would
why	why's why is / why was	why's why has	why'd why had	why'll why shall	why'd why should	why'll why will	why'd why would
how	how's how is / how was	how's how has	how'd how had	how'll how shall	how'd how should	how'll how will	how'd how would

Also note that, unlike normal Contractions, we do not usually use apostrophes (') with informal Contractions when written. Listed below are some common informal Contractions, with example sentences. Note that the example sentences may be a little artificial because when we use a Contraction we may also use other contractions in the same sentence, or even drop some words completely. For example:

Contraction	Meaning
ain't	am not/are not/is not >> I ain't sure; You ain't my boss
ain't	has not/have not >> I ain't done it; She ain't finished yet.
gimme	give me >> Gimme your money; Don't gimme that rubbish; Can you gimme a hand?
gonna	going to >> Nothing's gonna change my love for you; I'm not gonna tell you; What are you gonna do?
gotta	(have) got a >> I've gotta gun >> I gotta gun; She hasn't gotta penny; Have you gotta car?
gotta	(have) got to >> I've gotta go now >> I gotta go now; We haven't gotta do that; Have they gotta work?
kinda	= kind of >> She's kinda cute.
lemme	= let me >> Lemme go!
wanna	= want to >> I wanna go home.
wanna	= want a >> I wanna coffee.
whatcha	= what are you >> Whatcha going to do?
whatcha	= what have you >> Whatcha got there?
ya	= you >> Who saw ya?

By melting together, some informal Contraction can become shorter:

What are you going to do? >> *Whatcha going to do?* >> Whatcha gonna do?   or

Do you want a beer? >> *Do you wanna beer?* >> *D'you wanna beer?* >> *D'ya wanna beer?* >> *Ya wanna beer?* >> *Wanna beer?*

Informal Contractions are considered not "correct English" by most teachers. So, do not use them in a written exam, unless you want to represent colloquial speech - but then, use quote marks!. Note that in spoken English we sometimes put even three words together. The following list of 100 Contractions might help you to understand what we really say:

Contraction	Meaning
ain't*	(* informal contraction used as a substitute for am not; are not; is not; has not; have not)
aren't*	are not (*sometimes used for "am not" in questions (e.g. "Aren't I the greatest?"); substandard!
can't	cannot
can't've	cannot have
'cause	because
could've	could have
couldn't	could not
couldn't've	could not have
daren't	dare not
didn't	did not
doesn't	does not

don't*	do not (* sometimes used to mean "does not"; however, this is grammatically incorrect!)	**let's**	let us
		ma'am	madam
hadn't	had not	**mayn't**	may not
hadn't've	had not have	**might've**	might have
hasn't	has not	**mightn't**	might not
haven't	have not	**mightn't've**	might not have
he'd	he had / he would	**must've**	must have
he'd've	he would have	**mustn't**	must not
he'll	he shall / he will	**mustn't've**	must not have
he'll've	he shall have / he will have	**needn't**	need not
he's	he has / he is	**o'clock**	of the clock
how'd	how did	**o'war**	of the war
how'd'y*	how do you (*More often spelled "howdy")	**oughtn't**	ought not
how'll	how will	**oughtn't've**	ought not have
how's	how has / how is / how does	**shan't / sha'n't"***	shall not (* spelling in older works)
I'd	I had / I would		
I'd've	I would have	**shan't've**	shall not have
I'll	I shall / I will	**she'd**	she had / she would
I'll've	I shall have / I will have	**she'd've**	she would have
I'm	I am	**she'll**	she shall / she will
I've	I have	**she'll've**	she shall have / she will have
isn't	is not	**she's**	she has / she is
it'd	it had / it would	**should've**	should have
it'd've	it would have	**shouldn't**	should not
it'll	it shall / it will	**shouldn't've**	should not have
it'll've	it shall have / it will have	**so's**	so as / so is
it's	it has / it is	**that's**	that has / that is

there'd	there had / there would	who'll've	who shall have / who will have
there's	there has / there is	who's	who has / who is
they'd	they had / they would	who've	who have
they'll	they shall / they will	why's	why has / why is
they'll've	they shall have / they will have	will've	will have
they're	they are	won't	will not
they've	they have	won't've	will not have
'tis	it is / it has	would've	would have
to've	to have	wouldn't	would not
wasn't	was not	wouldn't've	would not have
we'd	we had / we would	y'all	you all
we'll	we will	y'all'd've	you all would have
we'll've	we will have	y'all're	you all are
we're	we are	y'all've	you all have
we've	we have	you'd	you had / you would
weren't	were not	you'd've	you would have
what'll	what shall / what will	you'll	you shall / you will
what'll've	what shall have / what will have	you'll've	you shall have / you will have
what're	what are	you're	you are
what's	what has / what is	you've	you have
what've	what have		
when's	when has / when is		
when've	when have		
where'd	where did		
where's	where has / where is		
where've	where have		
who'll	who shall / who will		

QUESTION TAGS AND TAG ANSWERS

A "question tag" (or "tag question" in American English, also known as "tail question") is a typical English grammatical structure in which a declarative statement or an Imperative is turned into a question by adding an interrogative fragment (the "tag"). For example, in the sentence "*You're John, **aren't you**?*", the statement "You're John" is turned into a question by the tag "***aren't you?***".

Sentence with colloquial Question Tag	Alternative proper form
He's read this book, **hasn't he?**	**has he not?**
He read this book, **didn't he?**	**did he not?**
He's reading this book, **isn't he?**	**is he not?**
He reads a lot of books, **doesn't he?**	**does he not?**
He'll read this book, **won't he?**	**will he not?**
He should read this book, **shouldn't he?**	**should he not?**
He can read this book, **can't he?**	**can he not?**

In most languages, question tags are more common in colloquial spoken usage than in formal written usage. They can be an indicator of politeness, emphasis or irony. They may suggest confidence or lack of confidence; they may be confrontational, defensive or tentative. Although they have the grammatical form of a question, they may be rhetorical (not expecting an answer). English question tags, as they have the grammatical form of a question, are extremely complex in comparison to other languages, because they vary according to at least three factors: the choice of *Auxiliary Verb*, the *negation* and the *intonation* pattern.

The English question tag is made up of a Helper Verb and a Pronoun. The Helper Verb must agree with the *tense*, *aspect* and *modality* of the Verb in the preceding sentence. If the Verb is in the Present Perfect, for example, the question tag uses **has** or **have**; if the Verb is in a Present Continuous form, the tag is formed with **am**, **are**, **is**; if the Verb is in a tense which does not normally use a Helper Verb, like the Present Simple, the Helper Verb is taken from the **do** form; and if the sentence has a Modal Verb, this is echoed in a tag like this:

Mind you, there is a **colloquial form** as well as a **proper form** which is in use by speakers of higher education. Look at the word order!

A special case occurs when the main Verb is ***to be*** in a Simple tense. Here the question tag repeats the main Verb, not an Auxiliary: *This is a book, **isn't it**?* If the main Verb is ***to have***, either solution is possible: *He has a book, **hasn't he**? He has a book, **doesn't he**?*

Balanced Versus Unbalanced Tags

English question tags exist in both *positive* and *negative* forms. When there is no special emphasis, the *rule of thumb* often applies that a positive sentence has a *negative tag* and *vice versa*. This form usually seeks confirmation of the asker's opinion or belief: *She is French, **isn't she**? She's not French, **is she**?* These are referred to as balanced question tags.

Unbalanced tag questions feature a positive statement with a positive tag, or a negative statement with a negative tag; it has been estimated

that in normal conversation, as many as about 50% of tags are unbalanced. Unbalanced question tags may be used for ironic or confrontational effects: *Do listen, **will you**? Oh, I'm lazy, **am I**?* Jack: *I refuse to spend Sunday at your mother's house!* Jill: *Oh, you do, **do you**? We'll see about that!*

Patterns of negation can show regional variations. In Scotland, positive to positive can be used when no special effect is desired: *This pizza's fine, **is it**?* (standard English: *This pizza's delicious, **isn't it**?*)

Note the following variations in the negation when the Helper Verb is the I-form of the *copula*: England (and America, Australia, etc.): *I am clever, **aren't I**? (**am I not**?)* Scotland / Northern Ireland: *I am clever, **amn't I**?* nonstandard dialects: *I am clever, **ain't I**?*

Intonation: English question tags can have a *rising* or a *falling* intonation pattern. As a rule, the English *rising tone* at the and if the tag is used when soliciting information or motivating an action, that is, when some sort of response is required. Since normal English *yes/no questions* have rising tones (e.g. *Are you coming?*), these tags make a grammatical statement into a real question: *You're coming, **aren't you**? Do listen, **will you**? Let's have a beer, **shall we**?*

The *falling tone* is used to underline a statement. The statement itself ends with a falling tone, and the tag sounds like an echo, strengthening the tone. Most English tag questions have this falling pattern: *He doesn't know what he's doing, **does he**? This is really boring, **isn't it**? (**is it not**?)*

Sometimes the *rising tone* goes with the positive to positive pattern to create a confrontational effect: *He was the best in the class, **was he**?* (rising: the speaker is challenging this thesis, or perhaps expressing surprised interest) *He was the best in the class, **wasn't he**?* (falling: the speaker holds this opinion) *Be careful, will you?* (rising: expresses irritation) *Take care, **won't you**?* (falling: expresses concern)

Sometimes the same words may have *different tones* depending on the situation or implication. *You don't remember my name, **do you**?* (rising: expresses surprise) *You don't remember my name, **do you**?* (falling: expresses amusement or resignation) *Your name's Mary, **isn't it**?* (rising: expresses uncertainty) *Your name's Mary, **isn't it**?* (falling: expresses confidence) It is interesting that in London English "**innit**" (for "isn't it") is in use as an all-purpose tag, used with falling patterns: *He doesn't know what he's doing, **innit**? He was the best in the class, **innit**?*

A Trick To Bypass The Complicated Question Tags

In Chinese, the question tag is always the same: "对吗 duì ma?" It means "correct?", "right?", "true?" In fact, the tag "right?" is common in a number of dialects across the UK, US and in India. The tag "**eh**?" is of Scottish origin, and can be heard across much of Scotland, New Zealand, Canada and the North-Eastern United States. In Scotland, this exists also in its negative form "**eh no**?" You always can use the following simple trick to provoke an answer by using "**correct**?", "**right**?", "**true**?" Answers could be: "correct!", "right!", "true!" And if we do not want to confirm, we say: "not correct!", "not right!", "not true!"

LIST OF THE ENGLISH IRREGULAR VERB IN 5 COLUMNS

The old-fashioned 3-column Verb lists which you find in most schoolbooks are insufficient. It is much better to have this 5-column Verb list at hand, because it shows all 5 possible forms that an English Verb can have. The Regular Verb forms are built as in "Abide - Abide**d**" or as in "Alight - Alight**ed**". The *Auxiliaries* (Helper Verbs) are printed in **red** and *Modal Verbs* (Verbs that can change the meaning of a sentence) are printed in **blue**.

The *Base Form* (teachers often call it "Infinitive") of any Verb can be used as a normal Simple Present tense form, with the only exception of "to be": We have to use "**am**, **art***, **is**, or **are**". Please note that the 3rd Person Singular usually has a special form that ends with an -s. Some of the Irregular Verbs can have 2 or 3 different Past forms: an old form and a newer regular form. Sometimes those forms might have a different meaning.

Base Form or Present tense	Present tense 3rd Person Singular	Past tense	Present Participle / Gerund	Past Participle
abide	abides	abode / abided	abiding	abode / abided / abidden
alight	alights	alit / alighted	alighting	alit / alighted
arise	arises	arose	arising	arisen
awake	awakes	awoke	awaking	awoken
be / am / are	**is**	**was / were**	**being**	**been**
bear	bears	bore	bearing	born / borne

beat	beats	beat	beating	beaten
become	becomes	became	becoming	become
begin	begins	began	beginning	begun
behold	beholds	beheld	beholding	beheld
bend	bends	bent	bending	bent
bet	bets	bet	betting	bet
bid	bids	bade	bidding	bidden
bid	bids	bid	bidding	bid
bind	binds	bound	binding	bound
bite	bites	bit	biting	bitten
bleed	bleeds	bled	bleeding	bled
blow	blows	blew	blowing	blown
break	breaks	broke	breaking	broken
breed	breeds	bred	breeding	bred
bring	brings	brought	bringing	brought
broadcast	broadcasts	broadcast / broadcasted	broadcasting	broadcast / broadcasted
build	builds	built	building	built
burn	burns	burnt/burned	burning	burnt/burned
burst	bursts	burst	bursting	burst
bust	busts	bust	busting	bust
buy	buys	bought	buying	bought
can	**can**	**could**	-	-
cast	casts	cast	casting	cast
catch	catches	caught	catching	caught
choose	chooses	chose	choosing	chosen
clap	claps	clapped/clapt	clapping	clapped/clapt

cling	clings	clung	clinging	clung
clothe	clothes	clad/clothed	clothing	clad/clothed
come	comes	came	coming	come
cost	costs	cost	costing	cost
creep	creeps	crept	creeping	crept
cut	cuts	cut	cutting	cut
dare	dares	dared/durst	daring	dared
deal	deals	dealt	dealing	dealt
dig	digs	dug	digging	dug
dive	dives	dived/dove	diving	dived
do	**does**	**did**	**doing**	**done**
draw	draws	drew	drawing	drawn
dream	dreams	dreamt / dreamed	dreaming	dreamt / dreamed
drink	drinks	drank	drinking	drunk
drive	drives	drove	driving	driven
dwell	dwells	dwelt	dwelling	dwelt
eat	eats	ate	eating	eaten
fall	falls	fell	falling	fallen
feed	feeds	fed	feeding	fed
feel	feels	felt	feeling	felt
fight	fights	fought	fighting	fought
find	finds	found	finding	found
fit	fits	fit/fitted	fitting	fit/fitted
flee	flees	fled	fleeing	fled
fling	flings	flung	flinging	flung
fly	flies	flew	flying	flown

forbid	forbids	forbade / forbad	forbidding	forbidden
forecast	forecasts	forecast/ forecasted	forecasting	forecast / forecasted
foresee	foresees	foresaw	foreseeing	foreseen
foretell	foretells	foretold	foretelling	foretold
forget	forgets	forgot	foregetting	forgotten
forgive	forgives	forgave	forgiving	forgiven
forsake	forsakes	forsook	forsaking	forsaken
freeze	freezes	froze	freezing	frozen
frostbite	frostbites	frostbit	frostbiting	frostbitten
get	gets	got	getting	got/gotten
give	gives	gave	giving	given
go	goes	went	going	gone/been
grind	grinds	ground	grinding	ground
grow	grows	grew	growing	grown
handwrite	handwrites	handwrote	handwriting	handwritten
hang	hangs	hung/hanged	hanging	hung/hanged
have	**has**	**had**	**having**	**had**
hear	hears	heard	hearing	heard
hide	hides	hid	hiding	hidden
hit	hits	hit	hitting	hit
hold	holds	held	holding	held
hurt	hurts	hurt	hurting	hurt
inlay	inlays	inlaid	inlaying	inlaid
input	inputs	input/inputted	inputting	input/inputted
interlay	interlays	interlaid	interlaying	interlaid

keep	keeps	kept	keeping	kept
kneel	kneels	knelt/kneeled	kneeling	knelt/kneeled
knit	knits	knit/knitted	knitting	knit/knitted
know	knows	knew	knowing	known
lay	lays	laid	laying	laid
lead	leads	led	leading	led
lean	leans	leant/leaned	leaning	leant/leaned
leap	leaps	leapt/leaped	leaping	leapt/leaped
learn	learns	learnt/learned	learning	learnt/learned
leave	leaves	left	leaving	left
lend	lends	lent	lending	lent
let	lets	let	letting	let
lie	lies	lay	lying	lain
light	lights	lit	lighting	lit
lose	loses	lost	losing	lost
make	makes	made	making	made
may	**may**	**might**	-	-
mean	means	meant	meaning	meant
meet	meets	met	meeting	met
melt	melts	melted	melting	molten/melted
mislead	misleads	misled	misleading	misled
mistake	mistakes	mistook	mistaking	mistaken
misunder-stand	misunder-stands	misunder-stood	misunder-standing	misunder stood
miswed	misweds	miswed / miswedded	miswedding	miswed / miswedded
mow	mows	mowed	mowing	mown

must	**must**	-	-	-
-	-	**ought to**	-	-
overdraw	overdraws	overdrew	overdrawing	overdrawn
overhear	overhears	overheard	overhearing	overheard
overtake	overtakes	overtook	overtaking	overtaken
pay	pays	paid	paying	paid
preset	presets	preset	presetting	preset
prove	proves	proved	proving	proven / proved
put	puts	put	putting	put
quit	quits	quit	quitting	quit
re-prove	re-proves	re-proved	re-proving	re-proven/ re-proved
read	reads	read	reading	read
rid	rids	rid/ridded	ridding	rid/ridded
ride	rides	rode	riding	ridden
ring	rings	rang	ringing	rung
rise	rises	rose	rising	risen
rive	rives	rived	riving	riven/rived
run	runs	ran	running	run
saw	saws	sawed	sawing	sawn/sawed
say	says	said	saying	said
see	sees	saw	seeing	seen
seek	seeks	sought	seeking	sought
sell	sells	sold	selling	sold
send	sends	sent	sending	sent
set	sets	set	setting	set

sew	sews	sewed	sewing	sewn/sewed	sow	sows	sowed	sowing	sown
shake	shakes	shook	shaking	shaken	speak	speaks	spoke	speaking	spoken
shall	**shall**	**should**	-	-	speed	speeds	sped/speeded	speeding	sped/speeded
shave	shaves	shaved	shaving	shaven / shaved	spell	spells	spelt/spelled	spelling	spelt/spelled
					spend	spends	spent	spending	spent
shear	shears	shore / sheared	shearing	shorn / sheared	spill	spills	spilt/spilled	spilling	spilt/spilled
					spin	spins	span/spun	spinning	spun
shed	sheds	shed	shedding	shed	spit	spits	spat/spit	spitting	spat/spit
shine	shines	shone	shining	shone	split	splits	split	splitting	split
shoe	shoes	shod	shoeing	shod	spoil	spoils	spoilt/spoiled	spoiling	spoilt/spoiled
shoot	shoots	shot	shooting	shot	spread	spreads	spread	spreading	spread
show	shows	showed	showing	shown	spring	springs	sprang	springing	sprung
shrink	shrinks	shrank	shrinking	shrunk	stand	stands	stood	standing	stood
shut	shuts	shut	shutting	shut	steal	steals	stole	stealing	stolen
sing	sings	sang	singing	sung	stick	sticks	stuck	sticking	stuck
sink	sinks	sank	sinking	sunk	sting	stings	stung	stinging	stung
sit	sits	sat	sitting	sat	stink	stinks	stank	stinking	stunk
slay	slays	slew	slaying	slain	stride	strides	strode/strided	striding	stridden
sleep	sleeps	slept	sleeping	slept	strike	strikes	struck	striking	struck / stricken
slide	slides	slid	sliding	slid/slidden					
sling	slings	slung	slinging	slung	string	strings	strung	stringing	strung
slink	slinks	slunk	slinking	slunk	strip	strips	stript/stripped	stripping	stript/stripped
slit	slits	slit	slitting	slit	strive	strives	strove	striving	striven
smell	smells	smelt/smelled	smelling	smelt/smelled	sublet	sublets	sublet	subletting	sublet
sneak	sneaks	sneaked / snuck	sneaking	sneaked / snuck	sunburn	sunburns	sunburned / sunburnt	sunburning	sunburned / sunburnt
soothsay	soothsays	soothsaid	soothsaying	soothsaid	swear	swears	swore	swearing	sworn

sweat	sweats	sweat / sweated	sweating	sweat / sweated
sweep	sweeps	swept / sweeped	sweeping	swept / sweeped
swell	swells	swelled	swelling	swollen
swim	swims	swam	swimming	swum
swing	swings	swung	swinging	swung
take	takes	took	taking	taken
teach	teaches	taught	teaching	taught
tear	tears	tore	tearing	torn
tell	tells	told	telling	told
think	thinks	thought	thinking	thought
thrive	thrives	throve/thrived	thriving	thriven/thrived
throw	throws	threw	throwing	thrown
thrust	thrusts	thrust	thrusting	thrust
tread	treads	trod	treading	trodden
undergo	undergoes	underwent	undergoing	undergone
understand	understands	understood	understanding	understood
undertake	undertakes	undertook	undertaking	undertaken
upset	upsets	upset	upsetting	upset
vex	vexes	vext/vexed	vexing	vext/vexed
wake	wakes	woke	waking	woken
wear	wears	wore	wearing	worn
weave	weaves	wove	weaving	woven
wed	weds	wed/wedded	wedding	wed/wedded
weep	weeps	wept	weeping	wept
wend	wends	wended/went	wending	wended/went

wet	wets	wet/wetted	wetting	wet/wetted
will	**will**	**would**	**willing**	**would / willed**
win	wins	won	winning	won
wind	winds	wound	winding	wound
withdraw	withdraws	withdrew	withdrawing	withdrawn
withhold	withholds	withheld	withholding	withheld
withstand	withstands	withstood	withstanding	withstood
wring	wrings	wrung	wringing	wrung
write	writes	wrote	writing	written
zinc	zincs / zincks	zinced / zincked	zincking	zinced / zincked

Mind: "**You**" is now the standard English 2nd-person Pronoun and encompasses both, the Singular and Plural, tenses. In some dialects, however, "**thou**" has persisted, and in others *thou* is retained for poetic and / or literary use. Old Verb forms of the *2nd Person Singular in the Simple Present* and *Past* connected to "**thou**" end on "(e)**st**". The old forms of all Verbs of the *3rd Person Singular* also look differently; they end on "(e)**th**", not on "**s**" like today: "he hath". know: knowest, knewest, knoweth, kneweth; drive: drivest, drovest, driveth droveth; make: makest, madest, maketh, madeth etc. A few verbs have irregular *thou* forms: be: art / beest; Past: wert / wast; can: canst, he caneth, do: thou dost; (or thou doest in non-auxiliary use), he doth, did: didst; have: hast, he hath, had: hadst; may: mayest, he mayeth; shall: shalt; will: wilt.

Advice: All 5 forms of the **30 fundamental Verbs of Basic English**, which cover the essential acts or operations, have to be learned by any English-learner! The 30 Basic Verbs are**: be, have, do; will, shall, can, may, must; get, put, come, go, give, take, keep, bring, hold, let, pull, push, make, seem, say, see, look, set, send, run, stay, turn.**

THE ART OF ASKING QUESTIONS

In most school textbooks and grammar books, the art of asking questions plays hardly any significant role at all. This is the main reason why even advanced students often fail to understand an asked question or request. Questions are the foundations of any common conversation: We ask a question, then we get an answer. That is the way we ought to learn this useful skill. Chinese learners find it difficult to build English questions because we use a lot of Helper Verbs. The usage of Helper Verbs is not really a part of the Chinese language. So, what do we need to know?

For one, we must know all the possible ingedients, just as in a cooking recipe. Secondly, we must know what we use those ingredients for. Thirdly, we should know in what order we use the ingredients. And finally, we ought to know how we can extent a question in order to change its meaning. The main ingredients of English questions are the **Helper Verbs** (be, have, do) and **Modal Verbs** (will, shall, can, may, must, would, should, could, might, ought). With them we build questions in which we can hear answers like "yes" and "no".

The word order of such questions is always the same: Helper Verb (does) or Modal Verb (will, shall, etc.) – **Subject** (he) – (negation) (not) – Main **Verb** (do) – **Object** (his work?). So, the principal English word order "Subject – Verb – Object" exists also in questions. We only place a Helper Verb before it. But how do we build questions that ask for information? Answer: Exactly in the same way, only that we place a Question Word before the Helper Verb!

The Entire Range of Question Words

And here are the most common Question Words and their substitutes:

What?	Which?	Where? In / at / to what place?
Who ?	When? At what time?	Whether?
Whom?	Why? For what reason?	Whence?* From where?
Whose?	How? In what / which way? By what means?	Whither?* To where?

*The forms "whence" and "whither" are considered old-fashioned but they are still in use.

Some Question Words can build combinations with **Direction Words** (Prepositions), just like "From where?" or "To where?". These combinations are ideal to obtain precise answers in greater detail:

For what**	With what **	From what**	By what	To what
Of what**	Through what	In what	Into what	Out of what
For whom	With whom	From whom	By whom	To whom
Of whom	Through whom	In whom	Into whom	Out of whom

** The Preposition of such a combination can be put at the end of a sentence: *Where is it **from**? What is it **from**? What is it **for**?* etc. (Remark: "What **for**?" is usually a standalone question sentence used to express interest in knowing the reasoning behind some action. "**for** what" can be used in more complex sentences as in "for what reason" or "for what reasons".)

The Question Words "Which" and "what" are often both possible to use with little difference of meaning. "What" is preferred when the speaker is not thinking of any choice. "Which" is preferred when the speaker is thinking of a number of choices. (Mind: The following Nouns can be in plural too!):

In what way	In which way	In / at what place	In / at which place
In what size	In which size	From what place	From which place
At what price	At which price	To what place	To which place
At what time	At which time	In what situation	In which situation
By what means	By which means	In what position	In which position
At what date	At which date	In what direction	In which direction
On what day	On which day	In what distance	In which distance
For what (reason)	For which reason	In what manner	In which manner
On what grounds	On which grounds	In what amount	In which amount
With what feeling	With which feeling	For what purpose	For which purpose

Particularly, the Question word "How" can take almost any Adjective or Adverb. Examples in pairs of contrary meaning:

How much	How little	How many	How few	How often	How seldom
How good	How bad	How far	How near	How deep	How shallow
How clever	How stupid	How warm	How cool	How smooth	How rough
How tight	How loose	How early	How late	How wide	How narrow
How full	How empty	How high	How low	How fearful	How fearless
How long	How short	How big	How small	How cheap	How dear
How hot	How cold	How fast	How slowly	How useful	How useless

And it is even possible to ask with comparatives:

How much more	How much less	How much bigger	How much smaller
How much more expensive		How much less expensive	

Component Concept Of The English Verb Tense

Remember: These **2** main components build the English Verb tense:

1.) The *Helper Verb* or the *Modal Verb* (the Helper Verb "***do***" for Simple tenses, and "***be***" or "***have***" for Contiuous, Perfect, and Passive tenses).

The ***Subject*** of a ***Statement Sentence*** (declarative sentence) comes directly **before the *Helper Verb*** *"do, does, did; am, is, are, was, were; have, has, had; will, would, shall, should, can, could, may, might, must, ought to":* "**He** can drive a big car", "**William** can drive a big car", "**My mother** can drive a big car".

The ***Subject*** of a ***Question*** (Interrogative Sentence) directly **follows the *Helper Verb*** *"do, does, did; am, is, are, was, were; have, has, had; will, would, shall, should, can, could, may, might, must, ought":* "Can **he** drive a big car?", "Can **William** drive a big car?", "Can **my mother** drive a big car?". This kind of Question is a so-called "Yes-No-Question", which means that there will follow either a positive answer with "yes" or a negative answer with "no".

And if we want to ask for ***information***, we just put a ***Question word*** such as *"what, why, who, with whom, for whom, when, how, whence, whither"* before the *Helper Verb "do, does, did; am, is, are, was, were; have, has, had; will, would, shall, should, can, could, may, might, must, ought":* "**What can** William drive?", "**Why must** my mother drive the big car?", "**In which way must** my mother drive the big car?", "**For whom will** William drive the big car?"

TENSE	TO DO	TO BE	TO HAVE
Present	*do / does* (not)	*am / is / are* (not)	*have / has* (not)
Future	*will* (not)	*will* (not) **be**	*will* (not) **have**
Future	*shall* (not)	*shall* (not) **be**	*shall* (not) **have**
Future Modality	*can* (not)	*can* (not) **be**	*can* (not) **have**
Future Modality	*may* (not)	*may* (not) **be**	*may* (not) **have**
Future Modality	*must* (not)	*must* (not) **be**	*must* (not) **have**
Past	*did* (not)	*was / were* (not)	*had* (not)
Past Future	*would* (not)	*would* (not) **be**	*would* (not) **have**
Past Future	*should* (not)	*should* (not) **be**	*should* (not) **have**
Past Future Modality	*could* (not)	*could* (not) **be**	*could* (not) **have**
Past Future Modality	*might* (not)	*might* (not) **be**	*might* (not) **have**
Past Future Modality	*ought* (not) (to)	*ought* (not) (to) **be**	*ought* (not) (to) **have**

2.) To this Helper Verb or Modal Verb construction we add another component: The *main Verb in its **dictionary form** (Indicative)* for all Simple tenses (Mind the s-ending of the 3rd Person Singular when you do not use any Helper Verb!), or the main Verb in its form of a **Present Participle** or a **Past Participle** for Passive or Continuous:

ASPECT			
Simple Active	*drive*		
Simple Passive		*driven*	
Simple Contin. Av.		*driving*	
Simple Contin. Pv.		**being** *driven*	
Perfect Active			*driven*
Perfect Passive			**been** *driven*
Perfect Contin. Av.			**been** *driving*
Perfect Contin. Pv.			**been being** *driven*

The entire construction is followed by the **Object** or **Predicate** of the sentence: "He drives **a big car**" or "He does drive **a big car**", "He could be driving **home**". If there is no *Object*, the following Verbs can also serve as the *Predicate* of the sentence alone: "He **drives**", "He **is being driven**", "He **might have driven**" .

Questions and Answers

The next chapter is an extensive **exercise lesson and tool for spreaking** and has been created to give learners the chance to practise asking questions. The main objective is to get familiar with the way we ask questions in English. A second objective is to find suitable answers to those questions. The answers should be as simple and short as possible. Later, we can extend the answers.

I have arranged the questions in a kind of **rotation table** in which we can see the principle patterns in the first part of a question first. They are followed (in a box) by the second part which represents the complement or Object of the question. First and second parts can rotate, meaning any first part can be followed by any second part and we still have a correct question!

Learners must get used to these patterns as they are used in common English speech most frequently. Practise them and you will improve your English. Always be prepared! Remember: With the power to ask the right questions, you force the listener to give good answers! Is the answer not good however, there must be a reason for it!

Verb Tense Pattern of the Magic Verbs GET and PUT, Active Voice

Let us begin with the following useful examples. We take the Verbs "Get" and "Put". These two Verbs have a special significance in the English language as we can express with them a much wider range of meaning than with any other Verb. The general meaning of "get" covers any kind of action or movement (as in "get in, get out, get off, get away") while the meaning of "put" covers any kind of change and placement (as is put on the light, put off the light, put on your jacket"). We use them in almost every situation. That is why students must get familiar with all forms and tenses of "get" and "put".

The huge power of the Verb "get" lies in its ability to get connected to almost any Direction Word, such as: **here, there, in, out, up, down, on, off, away, forwards, backwards, northwards, to the left, to the right,** etc.

On the right side are the 16 tenses of "get" in the Active Voice as Questions and answers:

Simple
Present: *Does he (not) get*
Past: *Did he (not) get*
Future: *Will he (not) get*
Past Future: *Would he (not) get*

Simple Continuous
Present: *Is he (not) getting*
Past: *Was he (not) getting*
Future: *Will he (not) be getting*
Past Future: *Would he (not) be getting*

Perfect
Present: *Has he (not) got*
Past: *Had he (not) got*
Future: *Will he (not) have got*
Past Future: *Would he (not) have got*

Perfect Continuous
Present: *Has he (not) been getting*
Past: *Had he (not) been getting*
Future: *Will he (not) have been getting*
Past Future: *Would he (not) have been getting*

sick / better / sad / happy ?
a present / the car ?
rid of it ?
him angry / her silent ?
it started / it finished ?
it done / it solved ?
it open / it closed ?
it down / it up / it in / it out ?
it / him / her / them / you ?
it into the box ?
it out of the box ?
it put off / it switched on ?
it decided / it achieved ?
(it) changed / it performed ?
there at five o'clock ?

Simple
Present: *He gets / He does (not) get*
Past: *He got / He did (not) get*
Future: *He will (not) get*
Past Future: *He would (not) get*

Simple Continuous
Present: *He is (not) getting*
Past: *He was (not) getting*
Future: *He will (not) be getting*
Past Future: *He would (not) be getting*

Perfect
Present: *He has (not) got*
Past: *He had (not) got*
Future: *He will (not) have got*
Past Future: *He would (not) have got*

Perfect Continuous
Present: *He has (not) been getting*
Past: *He had (not) been getting*
Future: *He will (not) have been getting*
Past Future: *He would (not) have been getting*

sick / better / sad / happy .
a present / the car .
rid of it .
him angry / her silent .
it started / it finished .
it done / it solved .
it open / it closed .
it down / it up / it in / it out .
it / him / her / them / you .
it into the box .
it out of the box .
it put off / it switched on .
it decided / it achieved .
(it) changed / it performed .
there at five o'clock .

And here we see the 16 tenses of "put" in the Active Voice as Questions and answers.

We do not need to bother about Passive forms here as they are rarely used.

Bear in mind: Instead of *will* and *would,* we can use also *shall, should, can, could, may, might, must, **ought to"***. You will immediately notice that these Modal Verbs can have a Future tense meaning. That is why we should practise the rotation table with them as well!

And instead of those true Modal Verbs, we also can use substitutes such as *appear to, have to, had to, need to, seem to, like to, wish to, want to, love to, dare to, hope to, **used to**, avoid to, decide to; be to, get to, be going to, be able to, be allowed to*. Please practise the rotation table with these substitutes too!

After this, we will see a general question and answer pattern with the Verb "drive" in all Simple tenses, Simple Continuous tenses, Perfect tenses, and Perfect Continuous tenses, first in the Active Voice, then in the Passive Voice, 16 tables in all. They serve as a model for the following rotation tables.

Simple
Present: *Do we (not) put*
Past: *Did we (not) put*
Future: *Will we (not) put*
Past Future: *Would we (not) put*

Simple Continuous
Present: *Are we (not) putting*
Past: *Were we (not) putting*
Future: *Will we (not) be putting*
Past Future: *Would we (not) be putting*

Perfect
Present: *Have we (not) put*
Past: *Had we (not) put*
Future: *Will we (not) have put*
Past Future: *Would we (not) have put*

Perfect Continuous
Present: *Have we (not) been putting*
Past: *Had we (not) been putting*
Future: *Will we (not) have been putting*
Past Future: *Would we (not) have been putting*

it in the box ?
it on / off / away ?
it inside / it outside ?
it on the table ?
it in the newspaper ?
him off / her off ?
them on display ?
it on schedule ?
lots of it on the list ?
here / there ?
them far away ?
it onto his account ?
it out of his mind ?
it to his attention ?
the key in the lock ?

Simple
Present: *We put / We do (not) put*
Past: *We put / We did (not) put*
Future: *We will (not) put*
Past Future: *We would (not) put*

Simple Continuous
Present: *We are (not) putting*
Past: *We were (not) putting*
Future: *We will (not) be putting*
Past Future: *We would (not) be putting*

Perfect
Present: *We have (not) put*
Past: *We had (not) put*
Future: *We will (not) have put*
Past Future: *We would (not) have put*

Perfect Continuous
Present: *We have (not) been putting*
Past: *We had (not) been putting*
Future: *We will (not) have been putting*
Past Future: *We would (not) have been putting*

it in the box .
it on / off / away .
it inside / it outside .
it on the table .
it in the newspaper .
him off / her off .
them on display .
it on schedule .
lots of it on the list .
here / there .
them far away .
it onto his account .
it out of his mind .
it to his attention .
the key in the lock .

Pattern No. 1
SIMPLE TENSES 简单时态, Active Voice 主动语态,

With Simple tenses we talk about plain facts. When there is a Present tense, there must be a Past tense. Both build 2 groups. Questions:

Present Tense Group:
Present tense: *Does he (not)*
Future tense: *Will he (not)*
Future tense: *Shall he (not)*
Future modality: *Can he (not)*
Future modality: *May he (not)*
Future modality: *Must he (not)*

Past Tense Group:
Past tense: *Did he (not)*
Past Future tense: *Would he (not)*
Past Future tense: *Should he (not)*
Past Future modality: *Could he (not)*
Past Future modality: *Might he (not)*
Past Future modality: *Ought he (not)*

drive home ?

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:
Present tense: *He does (not)*
Future tense: *He will (not)*
Future tense: *He shall (not)*
Future modality: *He can (not)*
Future modality: *He may (not)*
Future modality: *He must (not)*

Past Tense Group:
Past tense: *He did (not)*
Past Future tense: *He would (not)*
Past Future tense: *He should (not)*
Past Future modality: *He could (not)*
Past Future modality: *He might (not)*
Past Future modality: *He ought (not) to*

drive home .

Pattern No. 2
SIMPLE CONTINUOUS TENSES 进行时态, Active Voice 主动语态,

With Continuous tenses we express the aspect of a continueing or progressing action at a certain position of time: Questions:

Present Tense Group:
Present tense: *Is he (not)*
Future tense: *Will he (not) be*
Future tense: *Shall he (not) be*
Future modality: *Can he (not) be*
Future modality: *May he (not) be*
Future modality: *Must he (not) be*

Past Tense Group:
Past tense: *Was he (not)*
Past Future tense: *Would he (not) be*
Past Future tense: *Should he (not) be*
Past Future modality: *Could he (not) be*
Past Future modality: *Might he (not) be*
Past Future modality: *Ought he (not) be*

driving home ?

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:
Present tense: *He is (not)*
Future tense: *He will (not) be*
Future tense: *He shall (not) be*
Future modality: *He can (not) be*
Future modality: *He may (not) be*
Future modality: *He must (not) be*

Past Tense Group:
Past tense: *He was (not)*
Past Future tense: *He would (not) be*
Past Future tense: *He should (not) be*
Past Future modality: *He could (not) be*
Past Future modality: *He might (not) be*
Past Future modality: *He ought (not) to be*

driving home .

Pattern No. 3
PERFECT TENSES 完成时态, Active Voice 主动语态,

With the Perfect tense we express the aspect of a (probably quite recently) completed or accomplished action. Questions:

Present Tense Group:	Present tense:	*Has he (not)*
	Future tense:	*Will he (not) have*
	Future tense:	*Shall he (not) have*
	Future modality:	*Can he (not) have*
	Future modality:	*May he (not) have*
	Future modality:	*Must he (not) have*
Past Tense Group:	Past tense:	*Had he (not)*
	Past Future tense:	*Would he (not) have*
	Past Future tense:	*Should he (not) have*
	Past Future modality:	*Could he (not) have*
	Past Future modality:	*Might he (not) have*
	Past Future modality:	*Ought he (not) have*

driven *home ?*

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:	Present tense:	*He has (not)*
	Future tense:	*He will (not) have*
	Future tense:	*He shall (not) have*
	Future modality:	*He can (not) have*
	Future modality:	*He may (not) have*
	Future modality:	*He must (not) have*
Past Tense Group:	Past tense:	*He had (not)*
	Past Future tense:	*He would (not) have*
	Past Future tense:	*He should (not) have*
	Past Future modality:	*He could (not) have*
	Past Future modality:	*He might (not) have*
	Past Future modality:	*He ought (not) to have*

driven *home .*

Pattern No. 4
PERFECT CONTINUOUS TENSES 完成进行时态, Active Voice 主动语态,

With the Perfect Continuous tense we express a progressing action while it heads to its completion. Questions:

Present Tense Group:	Present tense:	*Has he (not)*
	Future tense:	*Will he (not) have*
	Future tense:	*Shall he (not) have*
	Future modality:	*Can he (not) have*
	Future modality:	*May he (not) have*
	Future modality:	*Must he (not) have*
Past Tense Group:	Past tense:	*Had he (not)*
	Past Future tense:	*Would he (not) have*
	Past Future tense:	*Should he (not) have*
	Past Future modality:	*Could he (not) have*
	Past Future modality:	*Might he (not) have*
	Past Future modality:	*Ought he (not) have*

been **driving** *home ?*

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:	Present tense:	*He has (not)*
	Future tense:	*He will (not) have*
	Future tense:	*He shall (not) have*
	Future modality:	*He can (not) have*
	Future modality:	*He may (not) have*
	Future modality:	*He must (not) have*
Past Tense Group:	Past tense:	*He had (not)*
	Past Future tense:	*He would (not) have*
	Past Future tense:	*He should (not) have*
	Past Future modality:	*He could (not) have*
	Past Future modality:	*He might (not) have*
	Past Future modality:	*He ought (not) to have*

been **driving** *home .*

Pattern No. 5
SIMPLE TENSES 简单时态, Passive Voice 被动语态,

With Simple tenses we talk about plain facts. With the Passive Voice, however, we can hide the acting part. Questions:

Present Tense Group:
Present tense:	*Is he (not)*
Future tense:	*Will he (not) be*
Future tense:	*Shall he (not) be*
Future modality:	*Can he (not) be*
Future modality:	*May he (not) be*
Future modality:	*Must he (not) be*

Past Tense Group:
Past tense:	*Was he (not)*
Past Future tense:	*Would he (not) be*
Past Future tense:	*Should he (not) be*
Past Future modality:	*Could he (not) be*
Past Future modality:	*Might he (not) be*
Past Future modality:	*Ought he (not) be*

driven home **(by** Jim) ?

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:
Present tense:	*He is (not)*
Future tense:	*He will (not) be*
Future tense:	*He shall (not) be*
Future modality:	*He can (not) be*
Future modality:	*He may (not) be*
Future modality:	*He must (not) be*

Past Tense Group:
Past tense:	*He was (not)*
Past Future tense:	*He would (not) be*
Past Future tense:	*He should (not) be*
Past Future modality:	*He could (not) be*
Past Future modality:	*He might (not) be*
Past Future modality:	*He ought (not) to be*

driven home **(by** Jim) .

Pattern No. 6
SIMPLE CONTINUOUS TENSES 进行时态, Passive Voice 被动语态,

With Continuous tenses we express the aspect of a continueing or progressing action at a certain position of time: Questions:

Present Tense Group:
Present tense:	*Is he (not)*
Future tense:	*Will he (not) be*
Future tense:	*Shall he (not) be*
Future modality:	*Can he (not) be*
Future modality:	*May he (not) be*
Future modality:	*Must he (not) be*

Past Tense Group:
Past tense:	*Was he (not)*
Past Future tense:	*Would he (not) be*
Past Future tense:	*Should he (not) be*
Past Future modality:	*Could he (not) be*
Past Future modality:	*Might he (not) be*
Past Future modality:	*Ought he (not) be*

being **driven** home **(by** Jim) ?

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:
Present tense:	*He is (not)*
Future tense:	*He will (not) be*
Future tense:	*He shall (not) be*
Future modality:	*He can (not) be*
Future modality:	*He may (not) be*
Future modality:	*He must (not) be*

Past Tense Group:
Past tense:	*He was (not)*
Past Future tense:	*He would (not) be*
Past Future tense:	*He should (not) be*
Past Future modality:	*He could (not) be*
Past Future modality:	*He might (not) be*
Past Future modality:	*He ought (not) to be*

being **driven** home **(by** Jim) .

Pattern No. 7

PERFECT TENSES 完成时态, **Passive Voice** 被动语态,

With the Perfect tense we express the aspect of a (probably quite recently) completed or accomplished action. Questions:

Present Tense Group:
- Present tense: *Has he (not)*
- Future tense: *Will he (not) have*
- Future tense: *Shall he (not) have*
- Future modality: *Can he (not) have*
- Future modality: *May he (not) have*
- Future modality: *Must he (not) have*

Past Tense Group:
- Past tense: *Had he (not)*
- Past Future tense: *Would he (not) have*
- Past Future tense: *Should he (not) have*
- Past Future modality: *Could he (not) have*
- Past Future modality: *Might he (not) have*
- Past Future modality: *Ought he (not) have*

been [driven] *home (by Jim) ?*

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:
- Present tense: *He has (not)*
- Future tense: *He will (not) have*
- Future tense: *He shall (not) have*
- Future modality: *He can (not) have*
- Future modality: *He may (not) have*
- Future modality: *He must (not) have*

Past Tense Group:
- Past tense: *He had (not)*
- Past Future tense: *He would (not) have*
- Past Future tense: *He should (not) have*
- Past Future modality: *He could (not) have*
- Past Future modality: *He might (not) have*
- Past Future modality: *He ought (not) to have*

been [driven] *home (by Jim) .*

Pattern No. 8

PERFECT CONTINUOUS TENSES 完成进行时态, **Passive Voice** 被动语态,

With the Perfect Continuous tense we express the progressing action while it heads to its completion. Questions:

Present Tense Group:
- Present tense: *Has he (not)*
- Future tense: *Will he (not) have*
- Future tense: *Shall he (not) have*
- Future modality: *Can he (not) have*
- Future modality: *May he (not) have*
- Future modality: *Must he (not) have*

Past Tense Group:
- Past tense: *Had he (not)*
- Past Future tense: *Would he (not) have*
- Past Future tense: *Should he (not) have*
- Past Future modality: *Could he (not) have*
- Past Future modality: *Might he (not) have*
- Past Future modality: *Ought he (not) have*

been being [driven] *home (by Jim) ?*

In a Question, the Subject follows the Helper Verb. In an answer or statement the Subject stands before the Helper Verb: The answers:

Present Tense Group:
- Present tense: *He has (not)*
- Future tense: *He will (not) have*
- Future tense: *He shall (not) have*
- Future modality: *He can (not) have*
- Future modality: *He may (not) have*
- Future modality: *He must (not) have*

Past Tense Group:
- Past tense: *He had (not)*
- Past Future tense: *He would (not) have*
- Past Future tense: *He should (not) have*
- Past Future modality: *He could (not) have*
- Past Future modality: *He might (not) have*
- Past Future modality: *He ought (not) to have*

been being [driven] *home (by Jim) .*

PHRASAL VERBS WITH EXAMPLES

accede to: She would not **accede to** parental pressure to get married. (To agree to do something)

account for: Increasing disappearance of icebergs in the Arctic is **accounted for** by global warming. (To provide explanation for)

agree to: She **agreed to** meet me only after I've apologised to her. (To consent)

agree with: I don't like you but I **agree** entirely **with** what you have said. (To think the same)

amount to: His decision **amounts to** an outright refusal. (To be the same as)

answer back: He was told off for **answering** her **back**. (To react rudely)

answer for: David will have to **answer for** his impoliteness. (To be responsible for something wrong that one did)

attribute to: He **attributed** his success **to** his wife's constant encouragement. (To say something is caused by someone or something else)

back away: He **backed away** when challenged to a fight. (To move away; to withdraw)

back down: The government **backed down** over the issue after widespread protests. (To withdraw from a commitment)

back off: They told him to **back off** after he put too much pressure on them. (To retreat)

back out: We were shocked when he **backed out** of the project at the last minute. (To withdraw from doing something or before it is completed)

back up: The witnesses **backed up** his account of the incident. (To confirm what someone says is true)

blow away: They threatened to **blow** the hostages **away** if the soldiers attempted a rescue mission.   (To kill by shooting with a gun)

blow out: One of our tyres **blew out** while we were on our way to catch a train. (To burst)

blow over: We waited until the storm **blew over** before continuing our journey. (To become weaker)

blow up: A suicide bomber **blew up** a van carrying soldiers. (To explode; to destroy by explosion of a bomb)

boil away: I overslept and the water **boiled away** leaving the kettle intensely hot. (To heat until liquid disappears)

boil down to: What his endless arguments **boil down to** is that he wants others to believe him. (To be the main reason or equivalent of)

boil over: The discussion **boiled over** into a shouting match. (To lose control of one's temper)

break away: The leading runner **broke away** from the pack on the final lap. (To move from or ahead of a group)

break down: After ten years, their marriage **broke down** irretrievably leading to a divorce. (To fail owing to some reason)

break in: He was arrested for trying to **break in** through the window of a house.   (To enter a building forcibly or illegally)

break into: They **broke into** a research laboratory and removed all the animals. (To forcibly enter a building to steal)

break of: She found it hard to **break** herself **of** biting nails. (To make someone give up a habit)

break off: Jack **broke off** with Jill after only three months. (To discontinue a relationship)

break out: A plan by some prisoners to **break out** of the prison was foiled by the prison guards. (To escape from a place such as a prison)

break through: The crowd managed to **break through** the police cordon. (To force oneself through an obstruction)

break up: The police used tear gas to **break up** the protest demonstration. (To disperse a crowd)

break up: The house-warming party **broke up** around midnight. (To come to an end)

bring about: Global warming will **bring about** changes in man's attitude towards the environment. (To cause something to happen)

bring around/round: They were trying to **bring** him **around** by giving him mouth-to-mouth resuscitation. (To make someone regain consciousness)

bring back: More and more people are advocating that the death penalty be **brought back**. (To reuse something)

bring down: Corruption and bribery scandals had **brought down** the government. (To cause to collapse)

bring forth: A quarrel about money that   **brought forth** tragic deaths. (To produce)

bring forward: The matches have been **brought forward** to avoid the bad weather. (To make something happen earlier)

bring in: The police had to be **brought in** to settle a seemingly private dispute. (To invite someone for a purpose)

bring on/upon: There are people who **bring** misfortune **upon** themselves. (To make something happen)

bring out: Disasters **bring out** the best in human nature when many volunteer in rescue operations. (To make a good quality noticeable)

bring together: What **brought** them **together** is their common interests. (To make people come into close association)

bring up: The divorcee **brought up** her six children single-handedly. (To care and educate a child)

brush aside: He **brushed** their suggestions **aside**, saying they are not practical. (To be unwilling to consider something)

brush off: The film star **brushed off** a rumour of his impending divorce. (To refuse to give one's attention to something)

brush up: I must **brush up** on my driving before I get a car. (To resume practising a skill)

burn away: Fire **burnt away** the building leaving only the pillars standing. (To be destroyed by fire)

burn down: By the time the firemen arrived, the fire had **burnt** the houses **down**. (To be destroyed by fire)

burn out: The fire was too huge to be extinguished and had to be left to **burn** itself **out**. (To stop burning as there's nothing left to burn)

burn up: The forest fire **burnt up** vast tracts of woodland. (To be destroyed completely by fire)

buy into: That's your personal belief; I'm not **buying into** it. (To believe wholeheartedly in something)

buy off: The accused man's father tried to **buy** the judge **off** but was arrested. (To bribe)

buy out: He **bought out** some shareholders and now he has a controlling interest in the business. (To purchase stock, etc in order to gain complete control of a company, etc.)

buy up: The dealer **bought up** a huge quantity of a scarce commodity in anticipation of its price increase. (To purchase all that is available of something)

call back: I have already called her ten times and she hasn't **called back**. (To return a telephone call)

call for: The people are **calling for** a change of government. (To demand)

call in: They tried to settle the matter without **calling in** the police. (To telephone someone at a particular place)

call off: The couple **called off** their engagement by mutual consent. (To postpone or cancel)

call on: She's never in when I **called on** her. (To make a brief visit)

call up: That was the first time he was **called up** to play for the national team. (To select, e.g. as a player)

carry on: When the rain started to fall, we **carried on** playing football as if nothing happened. (To continue doing something)

carry out: She got into trouble for not **carrying out** her assignment. (To do or complete something)

carry over: Leave not used up may be **carried over** into next year. (To bring something forward)

catch on: He became popular when his new song **caught on** very fast. (To become popular)

catch up: Having been ill for the last few days, I now have got to **catch up** on my studying. (To reach same standard as others)

catch up with: After all these years the law finally **caught up with** him. (To finally discover someone had done wrong and punish them)

clean out: They have to **clean out** the attic before they move out. (To remove dirt, rubbish, etc from a place)

clean up: The group of volunteers gathered to **clean up** the beach. (To make a place free from dirt, stains, rubbish, etc)

clear away: The children quickly **cleared away** all their toys before mum reached home. (To remove unwanted things or put them back to where they belong so that the place becomes tidy)

clear off: They **cleared off** from chatting in the canteen when the boss entered. (To leave quickly)

clear out: It's time to **clear** your bedroom **out**; it's cluttered up with piles of books and magazines. (To make a place tidy by getting rid of unwanted things)

clear up: The weather **cleared up** and we went for a drive along the coast. (To improve , especially weather)

close down: The factory was forced to **close down** by falling demand for its products. (To cease operation such as a business, shop, etc)

close in: The police are **closing in** on the gang's hideout. (To move in on a target and prevent its escape)

close off: Two lanes were **closed off** for roadwork. (To not allow access)

close out: The store is **closing out** a particular brand of shoes. (To dispose of something cheaply)

close up: The supermarket is **closed up** for renovation. (To not open for the time during which something is being done)

come about: How did it **come about** that we didn't meet when we're both there at the same time? (To happen)

come across: I **came across** a life-size bronze statue of a horse in an antique shop. (To meet or find by chance)

come along: I wanted to go to the cinema but nobody wanted to **come along** with me. (To go somewhere with)

come apart: My glasses **came apart** when I accidentally dropped them. (To separate into pieces)

come around: He **came around** after I showed him all the evidence. (To change one's opinion)

come at: I dreamed he **came at** me with a dagger and demanded my wallet. (To rush threateningly at someone)

come back: He **comes back** from five-nil down to level at seven-all. (To regain success after setback)

come before: She said her childrenwould always **come before** her career. (To be more important)

come between: He doesn't allow anything, not even his wife, to **come between** him and his work. (To cause conflict between two persons)

come by: Plum jobs are hard to **come by** these days. (To find something that is difficult to get)

come down: They are **coming down** from Iceland this weekend. (To travel south)

come down on: Her parents really **came down** hard **on** her for playing truant. (To punish)

come down to: When it **comes down to** her political beliefs, she is not prepared to compromise. (To be the most important factor)

come down with: He just **came down with** a cold, so we have to postpone the trip. (To suffer something infectious, though not serious)

come for: You had better hide; they are **coming for** you. (To arrive so as to get something or someone)

come forward: Despite the high reward offered, no one has **come forward** with any information. (To volunteer to provide information)

come from: He **comes from** a long line of actors. (To have started from)

come in: These small tools **come in** handy when we need them. (To be useful when needed)

come of: His persistent cough **comes of** smoking heavily. (To happen because of something)

come off: Despite all our efforts, the social gathering did not **come off** very well. (To take place or occur)

come out: The truth of the matter will **came out** sooner or later. (To become known)

come out of: The police combed the entire area for evidence, but nothing **came out of** it. (To result from something)

come out with: He **came out with** his own interpretation which is not entirely accurate. (To say something that is unexpected)

come over: If you **come over** next week, we can do it together. (To make a casual visit)

come round: I expected you to **come round** for the drinking session, but you didn't. (To visit someone at home)

come to: She **came to** about an hour after he was admitted to the hospital. (To regain consciousness)

come through: Her anger **came through** in her facial expression. (To become clear or obvious)

come under: The politician **came under** widespread criticism for what he proposed. (To experience or suffer)

come up: A stranger **came up** to me and asked for the way to the museum. (To move towards)

come up against: In parliament, he had to **come up against** experienced opposition members. (To deal with)

come up for: The proposal will **come up for** revision next week. (To be dealt with in the future)

come up with: They intend to **come up with** a solution soon. (To think of a plan for something)

come up with: We welcome anybody who can **come up with** an alternative plan. (To think of an idea)

come upon: We **came upon** a headless corpse when we stepped into a disused mine. (To discover by chance)

come upon: The police finally **came upon** the spot where the murder supposedly took place. (To find what one has been looking for)

count down: We like to join in when they **count down** before the launch of a rocket. (To call out numbers in descending order to zero)

count in: If you are having a drinking session this evening, you can **count** me **in**. (To include someone)

count on: You can **count on** my help whenever you need it. (To depend)

count out: If you are going on a shopping spree this weekend, **count** me **out**. (To not include someone)

cross off: As you perform each task, **cross** it **off** the list. (To remove an item from a list by drawing a line through it)

cross out: When you make a mistake, **cross** it **out**. (To draw a line through something that is written wrongly)

cut across: We'd better **cut across** the park and get home before it rains. (To take a shorter route than an alternative longer one)

cut away: We spend the whole afternoon **cutting away** the dead branches. (To remove unwanted parts)

cut back: Businesses are **cutting back** on staff to remain profitable. (To reduce)

cut down: You ought to **cut down** on the number of cigarettes you smoke. (To reduce the quanity)

cut in: His annoying habit is to **cut in** whenever a conversation is going on. (To interrupt)

cut in: The stupid driver suddenly **cut in** right in front of us. (To suddenly drive into the space front of another car)

cut off: He tried to explain but they **cut** him **off** and warned him not to be late again. (To stop someone from continuing talking by interrupt them)

cut out: Can you fellows **cut** it **out**? I'm trying to read. (To tell someone to stop doing something)

cut up: The murderer **cut up** the victim's body into eight pieces. (To cut into pieces)

dawn on: The truth finally **dawned on** him that she really meant what she said. (To begin to become known or obvious)

deal in: My uncle's shop **deals in** genuine antiques. (To trade in something)

deal with: They seem unable to **deal with** the long-standing problem. (To take action to solve a problem)

decide on: Have you **decided on** the dress you will be wearing for the occasion? (To make up one's mind about something)

delight in: Jack **delights in** telling stories about his days in the army. (To get great pleasure out of something)

depend on/upon: Their future **depends on** their hard work, and not on their teachers. (To need something in order to continue doing what one wants to do)

die away: I could only sleep after the noise caused by thunderstorm **died away**. (To become lesser until it disappears)

die down: The storm has **died down** and the sea become calmer. (To subside)

die off: A few plant species are **dying off** in that areadue to the change in climate. (To decline in population)

die out: The old French custom of serving the vegetables separate from the meat has **died out**. (To become extinct)

do away with: My wife wants me to **do away with** my vast collection of old magazines. (To get rid of)

do away with: The gang threatened to **do away with** his entire family if he stood for the election. (To kill)

do for: Employing a temporary worker will **do for** the time being. (To provide for)

do in: Painting the house really **did** me **in**. (To tire out completely)

do in: It is believed a hired killer **did** his boss **in**. (To kill)

do out: We need to **do out** the room before we can rent it out. (To clean or tidy out)

do out of: She was **done out of** $100 by a door-to-door salesman this morning. (To cheat)

do over: The report contains errors and the boss wants him to **do** it **over**. (To do again or differntly)

do up: He bought an old car and **did** it **up**. (To make improvement through repairing or redecoration)

do up: She looks more beautiful when she **did** her hair **up**. (To do something to make oneself more attractive)

do up: He **did** the birthday present **up** in coloured shiny paper for her. (To wrap something)

do up: Can you **do up** the zip at her back? (To fasten)

do with: With this warm weather, I could **do with** a cold drink. (To require something)

do without: Our boat was adrift and we had to **do without** solid food for two days. (To manage without something)

do without: I wish she would keep quiet; I can **do without** all this grumbling. (To prefer not to have something)

draw away: After the third lap, the leading runner **drew away** from the pack. (To move further ahead)

draw in: The quarrel is between you two; don't **draw** me **in**. (To get involved)

draw into: Some of these kids get **drawn into** drug addiction by their peers. (To involve someone)

draw off: If you want some beer, you can **draw off** some from that barrel. (To take off a small amount from a larger supply)

draw on: Luckily I have a savings to **draw on** to buy her a present. (To make use of)

draw out: We don't know why she **drew out** a large amount of money from her account. (To take money out of an account)

draw up: Thinking he's going to die soon, he **drew up** a will. (To draft a legal document)

draw up: The taxi **drew up** in front of me. (To come to a stop)

draw up: The party leader **drew up** a list of candidates for the forthcoming election. (To prepare a list)

dream away: At times, I couldn't help but **dream away** the hours. (To pass time idly thinking of something)

dream of: He told me he had always **dreamed of** striking the first prize of the lottery. (To pass time idly thinking of something)

dream on: When I asked if she's going to help me with the cooking, she told me to **dream on**. (To tell someone what they wish for is improbable or unrealistic)

dream up: The professor **dreamt up** the possibility of a robot thinking like human being. (To invent mentally)

drive at: He didn't say exactly what he meant, but I knew what he was **driving at**. (To know what someone means)

drive away: His bossiness has **driven** his friends **away**. (To behave in a way that forces people to stay away)

drive off: He was probably angry when without a word, he just got into his car and **drove off**. (To leave in a car)

drive out: The new supermarket has **driven out** small retail shops from the area. (To force someone or something to leave)

drive up: The rise in oil price **drives up** other prices. (To force other things to go up)

drop behind: She **dropped behind** in her schoolwork during her illness. (To fall behind)

drop by: They **dropped by** their grandparents every weekend. (To visit someone for a short time)

drop in: He always **drops in** for a chat without prior notice. (To stop in for a short visit)

drop off: Sales usually **drop off** at this time of the year. (To decrease)

drop off: After listening to the speech for five minutes, I was **dropping off**. (To begin to fall asleep)

drop off: He **dropped** us **off** at the post office. (To drive someone to a particular place)

drop out: He shouldn't have **dropped out** of school, but he did. (To withdraw before completing it)

drop out: After three laps, he had to **drop out** because of injury. (To leave before finishing something)

dry off: We lay on the beach to **dry off** after a swim. (To make or become dry)

dry out: Our washing **dried out** very quickly in this hot weather. (To make something completely dry)

dry up: The prolonged drought had caused all the rivers to **dry up**. (To have no more water)

eat away: Termites have **eaten away** much of the woodwork on the outside of the empty house. (To gradually reduce or damage something)

eat in: I am cooking tonight so we are **eating in**. (To have a meal at home)

eat into: The high bills are **eating into** my savings. (To decrease the amount of something)

eat out: It's your birthday; let's **eat out** and celebrate tonight. (To not eat at home but somewhere else such as a restaurant)

eat up: Who **ate up** all my potato chips? (To eat all of something)

egg on: The boys didn't want to fight but their friends kept **egging** them **on**. (To encourage or to incite to action)

end in: Their argument **ended in** a fist fight. (To finish in a particular way)

end up: The driver took a wrong road and we **ended up** somewhere else. (To land up in an unwelcome situation or place)

endear to: Her friendly attitude **endeared** her **to** everybody she met at the social gathering. (To make someone beloved)

face up to: He has to **face up to** the fact that he has to study hard to pass the exam. (To accept and deal with an unpleasant situation)

face with: The scientist was **faced with** many unknown factors. (To have to deal with)

fall about: When the plump lady started dancing, the kids **fell about** laughing. (To laugh uncontrollably)

fall apart: The wooden bridge that has fallen into disuse is **falling apart**. (To break down into pieces)

fall apart: His world **fell apart** when his wife left him. (To suffer serious emotional problems)

fall away: At the back of the castle, the land **falls away** to lush green pastures. (To slope downwards)

fall away: The storm caused some of the tiles to **fall away** from the roof. (To break off and drop to the ground)

fall back: The soldiers had to **fall back** as they came under attack**.** (To move back)

fall back on: She has her big savings to **fall back on** if need be. (To rely on something when confronted with a difficult situation)

fall behind: I'd better hide the car as I have **fallen behind** in my payments. (To fail to keep up with payments)

fall down: He stumbled and **fell down** the stairs. (To fall to the ground)

fall for: He couldn't help always **falling for** women in uniforms. (To feel love for)

fall for: I **fell for** it when she told me she was unmarried. (To deceive into believing)

fall in: Poor construction caused the roof and ceiling **fall in** after a year. (To drop or collapse inwards)

fall in: The soldiers **fell in** line before the commanding officer. (To move into neat lines in military formation)

fall in with: They appeared willing to **fall in with** the leader's suggestions. (To accept and not disagree)

fall in with: While on a cruise, the couple **fell in with** a group of other passengers. (To become friendly with someone)

fall into: She **fell into** the habit of talking to herself. (To start doing something without any intention)

fall into: He **fell into** an argument with a stranger about queue-jumping. (To get involved in something without intending to)

fall into: Since he bought a new bike, his bicycle has **fallen into** a poor condition due to neglect. (To become progressive worse in condition due to not being taken care of)

fall off: Business along the main road **fell off** after a series of public demonstrations. (To decrease)

fall off: Specks of paint have been **falling off** the wall at the back of the house. (To come apart from the main part)

fall on: In his new job, the responsibility for machine maintenance **falls on** him. (To make someone assume a responsibility or duty)

fall on: Suspicion **fell on** the butler that he might have murdered the female servant. (To suspect someone of wrong doing)

fall on/upon: The rebels **fell on/upon** a group of soldiers and held them hostage. (To launch a sudden attack)

fall out: Sarah **fell out** with her boyfriend after knowing her for only two months. (To have a quarrel)

fall out: His hair started **falling out** after he contracted an unknown illness. (To come out)

fall over: Bob stepped on a banana skin and **fell over**. (To fall onto the ground)

fall over: They built a tall sandcastle and it **fell over**. (To fall onto its side)

fall through: The deal **fell through** and they agreed to renegotiate. (To fail)

fall to: It **fell to** the eldest son to manage the family business after the death of their father. (To give someone responsibility for something)

fill in: We found someone to **fill in** for Sarah when she was away on medical leave. (To serve in place of another person)

fill in: The students were asked to **fill in** a questionnaire on the environment. (To gather information)

fill out: We had to **fill out** the job application forms and hand them in as soon as possible. (To provide information as required by completing something such as a form)

fill up: The stadium was **filling up** with spectators as the start of the match drew closer. (To become more and more full with people or things)

fit in: The new member has learned quickly to **fit in** with the others. (To feel accepted or belonged to a group)

fit out: The entire building was **fitted out** with air conditioners but they were not working. (To provide with things that are needed such as equipment, etc)

fit up: We decided to work from home and had the attic **fitted up** as the office. (To equip a room or building for a particular purpose)

fit up: His family and friends believed he had been **fitted up** for the crime. (To make an innocent person seem guilty)

fix on: They have finally **fixed on** a venue for the fund-raising event. (To pick out as being the best place for a planned purpose)

fix up: We have to **fix** the spare room **up** for our guests. (To renovate and redecorate)

fix up: Their friend has **fixed up** a time and place for them to resolve their differences. (To arrange a meeting, etc)

fix up: He was happy that his friends had **fixed** him **up** with a pretty girl. (To provide a romantic partner)

fix up: They are **fixing us up** with a reasonably priced hotel to stay. (To provide something to someone)

follow along: Whenever I listen to that song, I couldn't help **following along** with it. (To do or move at the same time as something else)

follow around: Quit **following** me **around**, will you? (To keep following someone)

follow through: Ensure the report is **followed through** so that all amendments are included. (To continue an action or task to its conclusion)

follow up: The investigation was **followed up** with the arrest of the gang leader. (To continue with a course of action so as to increase the chances of success)

get about: Despite being an octogenarian, she certainly **gets about** a lot. (To move about, especially out of bed after an illness)

get across: I just don't know how to **get** my message **across** to them. (To communicate successfully one's ideas to others)

get ahead: She's giving up politics as she feels it's hard for her to **get ahead**. (To be successful)

get ahead of: Instead of **getting ahead** of others, we are actually falling further behind. (To be in front of)

get along: They are trying to **get along** but they are arguing all the time. (To be on friendly terms)

get along: He said he was quite happy when asked how he was **getting along** in his new job. (To manage successfully)

get around: Rumour is **getting around** that Nick will be marrying a wealthy man's daughter. (To circulate)

get around: In the place where we visited, people **got around** on camels. (To travel from place to place)

get around: The politician somehow **got around** the question without giving an answer. (To evade)

get at: She didn't seem to like him as she kept **getting at** him. (To make repeated criticisms against someone and cause them to feel annoyed)

get at: Nobody knew what he was **getting at** by making a remark like that. (To state indirectly)

get at: Someone put that book on the top shelf and now I can't **get at** it. (To reach something)

get at: We still think he's the one who stole it; somehow, we will **get at** the truth. (To find out something)

get at: The father **got at** the police, and the charges against his son were dropped. (To bribe, or illegally influence someone)

get away: I want to know who deliberately opened the cage and let the bird **get away**? (To escape)

get away: He told his friends that the one that **got away** was that big, using his hands to indicate the size of the fish. (To break free)

get away: The boss felt he was overworked and that he needed to **get away** for a few days in Hawaii. (To holiday somewhere)

get away from: We cannot **get away from** the fact that we just cannot afford to buy a new car. (To face fact)

get away with: He must have thought he could **get away with** murder; he's now in prison for life. (To escape punishment for something wrong that one has done)

get away with: Maybe we can **get away with** entering the stadium for the match without tickets. (To succeed in doing something, which is not right)

get back: We didn't **get back** in time to watch the television programme. (To return to a place)

get back: She sworn to **get** him **back** for the remarks he made. (To do something in retaliation)

get back: She still hasn't **got** her puppy **back** after spending hours looking for it. (To have something returned)

get back to: I'll **get back to** him after he has calmed down completely. (To return to talk to someone)

get back to: I hope he won't interrupt again; let's **get back to** our conversation. (To do something again)

get back to: She said she would **get back to** me in five minutes; it's already one hour and I'm still waiting for her call. (To talk to someone again on the telephone)

get behind: Bob has **got behind** with his rent and is now avoiding the landlord. (To be in arrears)

get by: He has to stop smoking and drinking as his old age pension is barely enough to **get by**. (To succeed in managing)

get by: The handball **got by** the referee, and a penalty was not given. (To be unnoticed or ignored)

get down: These pills were a bit too, and I had a hard time **getting** them **down**. (To swallow)

get down: The frequent arguments between the parents are starting to **get** the children **down**. (To make depressed or unhappy)

get down: He was a good speaker and we tried to **get down** all that he said. (To write down)

get down to: It's time to stop talking and **get down to** clearing out our bedroom. (To start doing something)

get in: The lift was full and we couldn't **get in**. (To enter a place)

get into: Something must have **got into** him; he doesn't usually behave like that. (To cause surprise by behaving differently)

get into: Since her divorce, she has **got into** jogging. (To become interested in something)

get off: The post office has just closed; now how am I going to **get** this letter **off**? (To send a letter, parcel, etc)

get off: At bus stop some passengers sometimes **get off** a bus while it's still moving. (To get out of a vehicle)

get off: He **got off** owing to insufficient evidence. (To receive little or no punishment)

get on: I **got on** a wrong bus the other day and ended up somewhere else. (To go onto a bus, etc)

get on: How are you **getting on** in your new job? (To be able to manage)

get on: Their parents don't seem to **get on** with each other. (To have a good relationship)

get out: I am **getting** the next edition of my book **out** by the end of the month. (To publish)

get out: They believed he **got out** with outside help. (To help to escape)

get out of: We're having dinner with my mother-in-law tonight, but I'm planning to **get out of** it. (To avoid)

get out of: The seminar was about the same as the others; I didn't **get** much **out** of it. (To gain something that is useful)

get out of: Someone has to tell him to **get out of** constantly interrupting. (To stop doing something habitually)

get over: I still haven't **got over** the death of my parrot. (To recover from a bad or sad experience)

get over with: It is **getting over with** the exams that I am looking forward to. (To complete an unpleasant but necessary task)

get round: Let us **get round** him to join us for a drink in the bar. (To persuade)

get round: We **got round** the problem of cost by sharing one hotel room. (To solve a problem)

get round to: We finally **got round to** painting the back room. (To do something that should have been done earlier)

get through: I nearly killed myself when I failed to **get through** my final exam. (To pass an exam, test, etc)

get through: It was the third attempt that I **got through** to the department. (To succeed in making contact by telephone)

get through to: We must try to **get through** to him that it's dangerous to perform the stunt. (To make someone understand something)

get to: When she **got to** talking about politics, nothing could stop her. (To begin)

get to: I think I am moving out; the constant traffic noise is really **getting to** me. (To adversely affect)

get together: When we **get together** for a drink, we always end up arguing. (To come together)

get up: Everybody **gets up** when the national anthem is played. (To stand up)

get up: He only **gets up** when the second alarm clock goes off. (To wake up)

get up to: What are those kids **getting up to** – walking in the street in the middle of the night? (To do something bad or suspicious)

give away: It is the bride's father, mother or eldest brother who **gives** the bride **away**? (To present bride to bridegroom)

give away: The store is **giving away** a packet with every packet purchased. (To make free offer)

give away: We asked her to keep it a secret, but she **gave** it **away**. (To unintentionally disclose secret information)

give away: Since we no longer use all these clothes, why don't we just **give** them **away**? (To let others have the things we no longer need)

give back: He hasn't **given back** the money I lent him two years ago. (To return)

give in: They are a weak team, but they always play to win; they never **give in**. (To stop opposing)

give in to: A henpecked husband always **gives in to** his wife. (To submit)

give of: She used to **give of** her free time to help charitable work. (To devote one own self)

give off: Some insects **give off** unpleasant smell. (To sent forth smell, energy, heat, etc)

give out: Someone is **giving out** free samples of a brand new shampoo. (To distribute)

give out: Near the end of the race, his legs **gave out** causing him to knee down. (To fail to operate in the usual or proper way)

give over to: After his girlfriend of five years left him, he **gave** himself **over to** excessive drinking. (To submit oneself to feeling or doing something)

give up: They searched for their missing puppy, but eventually **gave up**. (To stop doing something)

give up: The fugitive wanted by police **gave** himself **up**. (To surrender)

give up: She **gave up** on writing a history of the world. (To abandon what one has been trying to do)

give up on: After waiting for two hours for the rain to stop, I'm **giving up on** it stopping any time soon. (To lose hope)

give up to: The family of the deceased **gave** themselves **up to** considerable grief. (To be emotionally overwhelmed)

go about: I think we should discuss how to **go about** imposing discipline in the workplace. (To begin to deal with something)

go about: The police recruits were shown how to **go about** patrolling the areas. (To begin working at something)

go about: Despite some civil unrest, people **go about** their business as usual. (To do what one usually does)

go after: Police **went after** him in an abandoned house, but he had already fled. (To try to catch someone)

go after: He preaches that you can get what you **go after** in life if you have the determination. (To try to get something)

go against: She **went against** her mother's advice when she divorced her husband. (To disagree)

go against: The judgment **went against** them, and they intend to appeal to a higher court. (To be unfavourable to)

go ahead: They **went ahead** with building the chemical plant despite strong local opposition. (To happen)

go ahead: When asked if I could borrow some of his tools, he told me to **go ahead**. (To give permission to do something)

go along: We will make the necessary adjustments as we **go along** with the project. (To continue with something)

go along with: I'm afraid I can't **go along with** your idea. (To agree)

go around/round: A rumour is **going around** that someone is going to be fired. (To happen in the present time)

go around/round: The problem now is we don't have enough chairs to **go around**. (To meet the requirement)

go around/round: You can't **go around** thinking everyone is unfriendly to you. (To do something that is not supported or proven by evidence)

go around/round: She often **goes around** talking to her own self. (To go here and there)

go at: The two fighting cocks **went at** each other with killing intent. (To attack with energy and enthusiasm)

go at: They **went at** building the levee with urgency and energy. (To commit oneself to an undertaking)

go away: We are **going away** to one of those tropical islands this Summer. (To spend time elsewhere from home)

go away: She was so angry with him that she told him to **go away** and leave her alone. (To leave)

go back: I left my wallet at home and now I've to **go back** for it. (To return for something)

go back: We had better **go back**; it's going to rain. (To return home, hotel, etc.)

go back on: She has **gone back on** her word to marry him. (To break one's promise)

go back to: She decided not to **go back to** work after her delivery. (To do something again)

go by: Go by the rules or I am not playing. (To act in accordance with a rule, decision, etc)

go by: You **go by** that old map and now we are lost. (To follow something)

go by: Years have **gone by** and there's still no news about their missing child. (To pass)

go down: While having a meal at a seaside resort, we watched the sun **go down**. (To move below the horizon)

go down: Your proposal didn't **go down** well with the others at the meeting. (To be accepted)

go for: Jenny is known to **go for** tall and handsome men with considerable wealth.

go for: The untruth of what he said about her made her **go for** him. (To attack physically or with words)

go for: James is determined to **go for** the gold medal this time. (To make great efforts to get something)

go for: Unlike her friends, she always **goes for** fast food. (To like someone or something better than another or others; to choose)

go in: No one knows why he **goes in** the cemetery after dark. (To enter a place)

go in: He is not **going in** with his inexperienced friends to start a catering business. (To start a business with someone)

go in for: The rodent was injured and the hawk **went in for** the kill. (To hunt and kill for food)

go into: He hasn't decided to **go into** teaching or journalism. (To join a profession)

go into: Considerable effort, time and money **went into** organizing the event. (To do or produce something)

go into: I don't want to **go into** any more detail than absolutely necessary. (To discuss or explain in detail)

go off: The bomb **went off** prematurely and killed the bomber. (To explode)

go off: His alarm clock **went off** at 6.30 and woke me up as well. (To make a loud noise)

go off: The whole stadium was plunged into complete darkness when the lights **went off**. (To stop working)

go off with: She has **gone off with** her brother-in-law. (To leave a loved one for someone else)

go off with: This is the third time he's **gone off with** my motorbike. (To use something without permission)

go on: As time **went on**, I became more attracted to her. (To pass)

go on: Can you **go on** to the next topic? This one is very boring. (To do something next)

go on: I just woke up and I didn't know what was **going on**. (To take place)

go on: He **went on** to become the first mayor of the city. (To go on to do something or become somebody)

go on: We are waiting for her to **go on** with the ghost story. (To continue)

go out: I don't usually **go out** unless I have to. (To go to any place outside one's home)

go out: The fire in the fireplace had **gone out** while we were sleeping. (To stop burning)

go out: He has been **going out** with somebody's wife. (To have a relationship)

go out: It's the first time they **went out** at the quarter-final stage. (To lose in a sports competition)

go over: I saw the horrific accident and it kept **going over** and over in my mind.

go over: Let's **go over** the figures again and see why they don't tally. (To look at closely)

go through: She **went through** the terrible five-hour ordeal while being held as a hostage. (To experience)

go through: The officers **went through** our luggage very carefully. (To examine carefully)

go through: A bill has to **go through** Parliament before it can become law. (To be discussed and voted on to become law)

go through with: Jane feels she isn't ready yet to **go through with** the wedding. (To do something that has been agreed or promised)

go together: An orange shirt and purple trousers don't **go together**. (To be well-suited)

go together: If you know her, you will know brain and beauty do **go together**. (To be found together)

go under: Many small businesses **go under** in the first year of operation. (To fail)

go under: The ship **went under** shortly after colliding with a giant iceberg. (To sink)

go up: Many tall buildings have **gone up** since my last visit here. (To be built)

go up: The accident caused one of the cars to **go up** in flame. (To explode)

go up: The price of petrol has **gone up** again. (To increase)

go with: Does Ivan's baldness **go with** his bushy beard? (To suit)

go with: His wife was the only woman he ever **went with**. (To have a romantic relationship)

go with: A chauffeur-driven car **goes with** the job. (To combine something with something else)

go with: Bob has come up with the best plan, let's **go with** it. (To accept an idea)

go without: A new car is something we have to **go without** as we cannot afford it. (To not have something)

hand around/round: Could one of you **hand** these drinks **around**? (To pass something to all the people present in a group)

hand back: We **handed back** the forms after filling them. (To return something to the same person who gave it out)

hand down: These stories and legends have been **handed down** from generation to generation. (To pass on from older to younger generation)

hand down: Her pearl necklace was **handed down** from her grandmother. (To pass something on to a younger member of the family)

hand down: The court **handed down** a life sentence. (To publicly announce a judgment)

hand in: The students **handed in** their homework without being told to. (To give something to a person who is in a position of authority)

hand out: The volunteers helped to **hand out** parcels of food to victims of the disaster. (To distribute)

hand over: The captives were ordered to **hand over** their weapons. (To give up)

hand over: Members of the crowd caught the pickpocket and **handed** him **over** to the police. (To pass control of someone to someone else)

hand over: The receptionist **handed** my call **over** to the person in charge. (To pass responsibility for something to someone else)

hang around: She spends her time **hanging around** with friends in the park. (To idle)

hang around: He **hanged around** with the wrong people and ended up in prison. (To spend with someone)

hang back: He is often advised not to **hang back** but to mix freely at school. (To be reluctant to do something because of lack of confidence or shyness)

hang on: She asked me to **hang on** while she made a telephone call. (To wait)

hang on: The standing passengers **hung on** tight as the bus went along a narrow, bumpy road. (To hold tightly to something)

hang on: We were exhausted but we realised we had to **hang on** a bit longer as we were nearing the summit. (To continue in spite of difficulty)

hang on: He believes the success of his public speaking **hangs on** his ability to speak effectively and clearly. (To depend on)

hang on: The cult members **hang on** every word spoken by their leader as they have great faith in him. (To pay particular attention to)

hang on to: Grandpa **hangs on to** his collection of stamps with the belief that they become more and more valuable as time passes. (To keep something)

hang out: After school, he **hangs out** with his classmates in a snooker hall. (To spend a lot of time with someone at some place)

hang over: The thought of her husband's unfaithfulness never ceases to **hang over** her. (To mull the possibility of something happening)

hang together: They **hung together** while waiting for the rescue team to find them. (To stick or stay together)

hang up: She was so angry she **hung up** before I could explain. (To abruptly end a telephone conversation)

hang up: Finally, she **hung up** after speaking for more than an hour. (To replace the telephone receiver)

happen along: We invited our former lecturer to join us for a drink when he **happened along**. (To be, come, or go to a place by chance)

happen by: We would have remained lost if we hadn't **happened by** a souvenir shop selling street maps. (To find a place by chance)

happen on/upon: He **happened upon** the key to his car just as he was about to give up his search. (To find by chance)

happen on/upon: We were walking and chatting when we **happened on** a fat wallet on the pavement. (To come upon)

happen to: Whatever **happened to** those ducks that used to waddle along the river bank. (To have or seem to have disappeared)

hold against: It was not totally his fault, so I can't **hold** it **against** him alone. (To dislike someone for their past wrong or mistake)

hold back: She struggled to **hold back** her tears. (To have control over something)

hold back: He felt his lack of qualifications would **hold** him **back** from his well-deserved promotion. (To block one's advancement)

hold back: The police subjected him to further interrogation as they believed he was **holding back** some information. (To retain in one's possession)

hold down: Mick seems unable to **hold down** a job for longer than a month. (To keep a job)

hold down: He wanted to beat up the other guy, and it took the two of us to **hold** him **down**. (To restrain someone)

hold forth: For more than an hour, the speaker **held forth** on the inevitable end of the world. (To talk at great length)

hold off: He always **holds off** making decisions until the very last moment. (To delay doing something)

hold off: It was unexpected that, despite the looming dark clouds, the rain **held off** until after we arrived home. (To have not happened at once)

hold off: They **held** the invading armies **off** until reinforcements arrived. (To avoid being attacked)

hold on: He asked me to **hold on** and he will be out in a minute. (To wait for a short while)

hold on: In the tug of war, the participants **held on** tightly to the rope and pulled it with all their might. (To maintain a firm hold of something)

hold on to: We **held** tightly **on to** the rail as the bus sped on. (To grip firmly to something)

hold on to: She **held on to** the national title for the second year running. (To retain possession of)

hold out: The supermarket **held out** the chance for customers to win a brand new car. (To offer)

hold out: They could not **hold out** the fort as reinforcements arrived late. (To defend or continue to resist)

hold out: Will the food **hold out** through the winter? (To last)

hold out: The financial leaders are not **holding out** any hope of a quick recovery in the national economy. (To offer the prospect for the future)

hold out for: The other party is not **holding out for** a compromise, but instead insisted they are the legal owners of the land. (To accept something less)

hold out on: Why do you **hold out on** me all the things I need to know? (To desist from providing information)

hold over: The match was **held over** because of the snowy conditions. (To postpone)

hold over: The film was unexpectedly **held over** for a couple of months. (To extend the duration of the showing of a film)

hold to: The home team **held** the away team **to** a 2-2 draw. (To manage to achieve a draw and nothing more against an opponent)

hold to: She **held to** her religious beliefs despite marrying someone from another religion. (To remain faithful)

hold together: The different factions within the party are **held together** by a charismatic leader. (To remain united or mutually loyal)

hold up: We arrived late as we were **held up** by traffic jam. (To delay)

hold up: The gang **held up** a money changer at gunpoint before fleeing with huge amounts of different currencies. (To rob someone using the threat of violence)

hold up as: The Governor was **held up as** a model of integrity and decency. (To use as a model)

identify with: He **identified** very much **with** the main character in the film. (To consider oneself as equivalent to someone else)

improve on: The second edition greatly **improves on** the first one. (To produce something better than)

inform against/on: A member **inform against** the other members of the armed gang. (To disclose incriminating information to an authority)

inform against/on: He was summarily arrested when his comrades **informed on** him. (To reveal incriminating information about someone)

infringe on: Discussing a politician's divorce is tantamount to **infringing on** his personal life. (To encroach on someone or something)

inquire after: Amy is deeply concerned about you; she's always **inquiring after** your health and well-being. (To ask about the state of health of someone)

inquire into: The police are **inquiring into** his relationship with the terrorist group. (To investigate or gather information)

inquire of: The reporters **inquired of** the party leader when he would resign for his part in the bribery scandal. (To ask for information)

interfere with: Lack of confidence has seriously **interfered with** his performance at school. (To prevent something from working effectively)

interfere with: A teacher was arrested for **interfering with** his young charges. (To sexually molest)

invest in: The company **invests** heavily **in** research and development. (To spend for future benefit)

invest in: Their old leaking house makes them feel the need to **invest in** a new one. (To acquire something useful)

invest with: The party constitution **invested** the party leader **with** the power to approve candidates for election. (To provide with power or authority)

invest with: He was **invested with** great charisma which few leaders in his country have had. (To endow someone or something with a particular quality or characteristic)

issue forth: The relatives could hear the groans **issuing forth** from the dying patient. (To flow or come out from something)

issue from: From a long distance, we could see smoke **issuing from** a lone cottage chimney. (To come out)

jack up: The storekeepers wouldn't dare **jack up** prices because of a new supermarket nearby. (To raise)

jack up: This is the third time in two years the landlord has **jacked up** the rents. (To increase)

jack up: We had to **jack up** the car to replace its punctured tyre. (To use a jack to lift a heavy object off the ground)

join in: We **join** them **in** clearing up the beach. (To become a member of a group involved in an activity)

join up: The three sisters thought the army was the right choice for them, and they had **joined up**. (To become a member of one of the armed forces)

join up: We **joined up with** a vigilante group to patrol the neighbourhood. (To unite with other people to do something)

join with: They are asking anyone to **join with** them in their campaign for racial equality. (To come or bring together for a common purpose; to unite)

jot down: I **jotted** her telephone number **down** on my palm. (To write something hastily)

jump at: He **jumped at** the chance to join the trip to the Niagara Falls. (To accept eagerly)

jump at: She **jumped at** the bargain on offer. (To act quickly as a reaction to something)

jump at: The supervisor **jumped at** me for making the mistake. (To make a verbal attack)

jump in: That was not the first time he **jumped in** when I was still talking. (To interrupt someone)

jump on: Her mother never failed to **jump on** her whenever she was home late. (To express disapproval of)

jump out at: The luminous billboard really **jumped out at** us especially when we pass by it in the dark. (To appear highly noticeable)

keep at: We **kept at** it until we completed it ahead of schedule. (To persist)

keep at: The employer **kept** the foreign workers **at** it until late at night. (To force someone to persist)

keep away: You should **keep away** from that fast-flowing river. (To avoid going to a place)

keep away: The villagers **kept** their children **away** from outsiders who happened to be there. (To prevent someone from seeing someone else)

keep back: I think she is **keeping** something **back** that she does not want us to know. (To not tell everything)

keep back: We can't use all our savings to buy the car; we have to **keep** some **back** for emergency use. (To not use all)

keep down: Last night, I overate and couldn't **keep** my food **down**. (To stop oneself from vomiting)

keep down: Something has to be done to **keep** global population **down**. (To prevent something from growing)

keep down: We are now in a library; please **keep** your voice **down**. (To bring under control)

keep from: He has only two months to live, so should we **keep** him **from** knowing? (To not tell about something)

keep from: Some spectators couldn't **keep from** booing loudly at the referee for not giving a free kick. (To stop oneself from doing something)

keep in with: He is **keeping in with** his former business mentor who he believes could one day help in steering his new business to success. (To maintain friendly contact with someone that could prove beneficial in the future)

keep off: **Keep** your hands **off** my pizza. (To not move into an area)

keep off: His doctor advised him to **keep off** excessive smoking in order to stay healthy. (To refrain from doing or eating something that is harmful to one's health)

keep off: Why is he walking on the grass when the notice in front of him says '**keep off** the grass'? (To stay away from)

keep on: She **keeps** harping **on** the one little mistake I made. (To carry on doing or saying the same thing)

keep on: I was informed that they might not **keep** me **on** in the new year as the company will be downsizing. (To retain the employment of an employee)

keep out: She should **keep** the baby monkey **out** instead of sleeping with it. (To stop someone or something from being in a place)

keep out: At the construction site, there's a big sign that read '**keep out**'. (To tell people to stay away)

keep out of: It's not our business, so we had better **keep out of** it. (To not get involved)

keep to: Why do you beat about the bush? **Keep to** what you want to say. (To stick to a subject)

keep to: **Keep** what I just told you **to** yourself, or I will never tell you anything again. (To maintain a secret)

keep to: **Keep to** this street for the time being, or we will get lost again. (To stay in a particular area, etc)

keep to: If we **keep to** our plan, nothing will go wrong. (To adhere to)

keep to: If you **keep to** yourself all the time, you won't know anybody or have any friend. (To not talk to or mix with other people)

keep up: The furious barking of the neighbour's dog **kept** me **up** the whole night. (To keep someone awake)

keep up: It's really tough to **keep up** the monthly payments for the house. (To continue to pay off)

keep up: The boss likes to tell me to **keep up** the good work, but I have not got an increment for two years. (To continue doing something)

keep up: The factory is maintaining double shifts to **keep up** the volume of production. (To prevent a high level from falling)

keep up with: She's always trying to **keep up with** her siblings. (To be equal with someone else's success or lifestyle)

keep up with: He knows he has to work very hard to **keep up with** the rest of the class. (To be as good as someone else)

keep up with: We only watch the news on television to **keep up with** what's goes on in the outside world. (To keep abreast of)

knock around/about: This big bully would **knock** the smaller kids **about**. (To treat with violence)

knock around/about: I too would like to **knock around** the different countries on the Continent. (To travel through different places)

knock around/about: We have been meeting to **knock around** the idea of starting our own business. (To discuss or think carefully about something)

knock around/about: After we bought a new lock, we found the one we were looking for **knocking about** in the storeroom. (To be lying somewhere that is not exactly known)

knock back: He **knocked back** his drink in one go and ordered another one. (To swallow a drink quickly)

knock back: We are getting a second-hand car; a new one will **knock** us **back** a large sum of money. (To cost a lot)

knock down: The speeding car **knocked down** a villager's goat. (To hit with a vehicle)

knock down: The old building was **knocked down** to make way for a block of apartments. (To demolish)

knock down: She bought a new dress which was **knocked down** to nearly half of its original price.(To reduce price)

knock off: My dad can't **knock off** work at the same time every day. (To stop working or doing something)

knock off: The seller **knocked off** thirty dollars because of a slight dent. (To reduce price by an amount)

knock off: He **knocked off** someone else's invention and claimed it as his own. (To steal or imitate)

knock out: The underdog **knocked out** his opponent in the last round. (To defeat an opponent in sports)

knock out: The tourist was **knocked out** by a coconut that dropped on his head. (To become unconscious)

knock out: The storm **knocked out** the power lines. (To cause something to be not working)

knock over: His dog got **knocked over** by a car as it ran across the street. (To be hit by a vehicle)

knock together: He **knocked together** a birdhouse with whatever he could find in the storeroom. (To assemble)

knock up: He doesn't own an alarm clock, but depends on the landlady to **knock** him **up** in the morning. (To wake someone up by knocking at the door)

lapse into: He **lapsed into** a coma after suffering a brain haemorrhage/hemorrhage. (To pass gradually into a worse state or condition)

lay about: He **laid about** his would-be pickpocket with his walking stick. (To beat violently on all sides)

lay aside: They may decide to **lay aside** the building project until the rainy season ends. (To temporarily suspend doing something)

lay aside: The couple **lay/lays aside** an amount of money for a summer holiday. (To save for future use)

lay away: The land has been **laid away** for a housing project. (To reserve for future use)

lay down: A call for ceasefire was ignored as both sides refused to **lay down** their arms. (To stop fighting)

lay down: The document **lays down** clear guidelines on the use of chemicals. (To formulate rule, principle, etc)

lay down: It is an underground cellar where they **lay down** wine. (To store (wine) for drinking in the future)

lay in: Residents in this remote region usually **lay in** sufficient food in case they are cut off by adverse weather conditions. (To store away a supply of something for future use)

lay into: No one knew why she suddenly **laid into** him. (To carry out a physical or verbal attack against someone)

lay off: Mark was **laid off** after working for the company for twenty years. (To discharge a worker temporarily or permanently)

lay off: She warned him to **lay off** excessive alcohol or she would leave him. (To stop doing or using something)

lay on: They **laid on** a generous buffet for visitors to their sales promotion. (To provide something such as food, entertainment, etc)

lay out: Miniature models of houses and buildings in a new housing estate were **laid out** for viewing. (To arrange or spread out something)

lay out: He has no hesitation in **laying out** hundreds of dollars on a hotel room for a night. (To spend large amount of money)

lay out: He was **laid out** for a few minutes when a ball struck him on the head. (To knock unconscious)

lay over: He usually **lays over** when driving on a long journey. (To make a stopover when going on a journey)

lead off: He **led off** by thanking those present for joining in the discussion. (To start or begin)

lead on: How long is he going to let her **lead** him **on** before the truth dawns on him? (To deceive)

lead to: We took a wrong turn which **led** us **to** an old cemetery. (To join directly to some place)

lead to: A reward for information **led to** the capture of the murderer. (To result in something happening)

lead up to: The television documentary recounted the events **leading up to** the bombing of the airport. (To give an account of something)

leaf through: Bob **leafed through** many magazines while waiting at the clinic. (To turn pages quickly without serious reading)

lean against: He **leaned** a ladder **against** the gutter to reach the roof. (To rest something against something else so that it is supported)

lean on: In times of difficulty it would be great to have someone to **lean on** for support. (To derive support from)

lean towards: Police believe the group is **leaning towards** terrorism. (To have a tendency)

leave aside: Let's **leave** that **aside** as it is not relevant in this discussion. (To not include something)

leave behind: I have this feeling that I have **left** something **behind**, but can't figure out what it is. (To forget to take something with you)

leave behind: The deceased **left behind** a wife and two children. (To have surviving relatives after one's death)

leave behind: The tourists **left behind** a trail of litter. (To go away from a place without taking something along)

leave behind: The storm has passed, **leaving behind** a trail of devastation. (To go away and cause something such as damage and destruction to remain)

leave behind: You will get **left behind** if you don't work as hard as the others. (To lag or fall behind)

leave off: Let's continue from where we **left off**. (To stop doing something)

leave out: This is the first time he is **left out** of the squad for the World Cup. (To not include someone or something)

let down: He really **let** us **down** by not turning up to show us how to do it. (To disappoint someone)

let down: The few of them **let** the candidate **down** by switching their support to his opponent. (To withdraw support)

let in: Let's open the windows and **let** the air **in**. (To allow something to enter)

let in: She believed the house was haunted as the bedroom door once opened by itself and **let** her **in**. (To allow someone to enter)

let in: He's beginning to realize how much trouble he is **letting** himself **in** by borrowing heavily from different sources. (To place oneself in a difficult situation)

let in on: She's prepared to **let** me **in on** her secret recipe if I promised not to tell other people. (To trust someone)

let into: They only **let** certain individuals **into** the building. (To allow someone to enter)

let off: If you pluck my apples again, I'll not **let** you **off**. (To not punish someone)

let off: Someone tied a string of firecrackers to a dog's tail and **let** it **off**. (To make something explode)

let on: He made her promise not to **let on** that he did it. (To reveal something)

let out: It usually barks when it wants to be **let out**. (To allow someone or something to leave)

let out: When she heard the news, she **let out** a sigh of relief. (To utter a sound)

let out: She's **letting** some of her clothes **out** as she has put on weight. (To make an item of clothing looser)

let up: It looks like the rain is not going to **let up**, so what shall we do? (To stop or abate)

let up: The rescuers will not **let up** in their effort to find the missing victims. (To become less determined)

level against: They have yet to prove the charges relating to embezzlement **leveled against** him. (To direct accusation at someone)

level at: All he can ever do is **level** criticism **at** others for their mistakes. (To aim something such as criticism, accusation, weapon, etc at someone)

level off: Prices of houses in the area have **leveled off** after recent hike. (To not fluctuate)

level out: After reaching the height of 20,000 feet, the plane **leveled out**. (To move horizontally)

level with: The candidate's aides will **level with** him about what the voters are saying about him. (To speak frankly)

lie around: With all these things **lying around** in the garage, we just can't find anything. (To fill a place with an untidy collection of things)

lie around: Let's take a week off and **lie around** on some secluded beach. (To pass time lying down while not doing anything)

lie about: I shouldn't have left my keys **lying about**; now I can't find them. (To leave things not in their proper places)

lie behind: No one knew what **lay behind** their sudden change of decision. (To be the real cause although it is not immediately obvious)

lie back: He **lay back** in the barber's chair for a shave. (To change from sitting to lying position)

lie down: He was told to **lie down** for the doctor to examine him. (To take a sleeping or resting position)

lie in: I wish I could **lie in** and did not have to get up so early. (To remain in bed later than usual)

lie in: The real cause of the problem **lies in** the poor construction of the bridge. (To reside or be found)

lie with: The fault **lay** not **with** herbut with her manager. (To regard something as being caused by someone else)

lie with: The choice as to which schools the children should attend **lies with** their parents. (To be decided by)

listen for: John must **listen for** her cough before he can respond. (To attentively listen for something)

listen in: When the fighting broke out, I **listened in** to the daily news. (To watch or listen to a television or radio broadcast)

listen in on: She's always **listening in on** her sister's conversations on the phone. (To secretly listen to a conversation)

listen in to: They **listened in to** the news as soon as the fighting broke out. (To listen to a broadcast)

listen out for: Each time there's an announcement, we **listened out for** the flight number. (To listen to something that is anticipated)

live in: He called the police as his butler who **lived in** suddenly disappeared. (To reside in the place where one is employed)

live off: He regarded **living off** the welfare as beneath his dignity. (To depend as a source of support)

live off/live off the land: Most of the residents in the remote area **live off their land**. (To depend as a source of food)

live on: The pain of losing her husband still **lives on**. (To continue to exist)

live on: The memory of that five-day ordeal at the hands of the hijackers **lives on** in my mind. (To continue to exist)

live out: He escaped from prison and **lived out** his life as a free man. (To live the rest of one's life in a way that one chooses)

live out: The three household servants we employed agreed to **live out**. (To not live in the place where one is employed)

live out: His release from prison makes it possible for him to **live out** a life that he has imagined. (To spend one's life in a particular way)

live through: She had **lived through** the terrifying experience as a hostage held for two months. (To experience something dangerous or difficult)

live up to: She is certainly **living up to** her reputation as an incorrigible flirt . (To fulfil what is desired, promised or expected)

live with: He was often seised by a sudden attack of cramp, which he had learned to **live with**. (To tolerate or endure)

lock away: They lost their valuables which were not **locked away** in a burglary. (To lock something in a safe place)

lock in: She **locked** her children **in** and went to a nearby grocery store. (To keep someone in a building or room by locking the door)

lock onto: Our naval ship **locked onto** a vessel that had intruded into our waters. (By tracking an enemy target after locating it by radar)

lock out: This is the second time I've **locked** myself **out**. (To not allow someone entry to a place by locking the door)

lock up: As usual, we have to **lock up** before we leave the office. (To lock all doors and windows)

lock up: The police recaptured the escaped prisoner and **locked** him **up** in the maximum-security prison. (To imprison someone)

look after: Who is going to **look after** our dogs, cats and gold fish when we go on vacation? (To take care of)

look after: He left his job to **look after** his sick wife. (To take care of)

look ahead: We can **look ahead** to owning a new car if we start saving now. (To be aware of and prepare for a future event)

look around/round: We have been **looking around** for a toilet. (To search)

look around/round: Let's **look round** the antique shops for old coins. (To survey goods in a casual way)

look at: The officer **looked at** my passport, then my smiling face and waved me through. (To direct one's gaze on someone or something)

look back: Each time I **look back** at that fateful day, I realize I could have done more to save her. (To recall)

look back/never look back: After his new business received its first big order, he

never looked back. (To continue to be successful)

look back on: When I **look back on** those moments, I realize how unlucky I was. (To remember a past event)

look down on: She **looked down on** anyone who was a school dropout. (To regard someone as of lesser importance)

look for: Police are **looking for** a man with a heavily tattooed face. (To search for someone or something)

look forward to: I **look forward to** seeing my next movie. (To anticipate eagerly)

look in on: Every other day we **look in on** grandpa to see if he needs anything. (To make a short visit)

look into: There was a proposal that management **looked into** the high turnover of staff. (To inquire into or investigate)

look on: Only one person helped him, the others just **looked on**. (To watch without getting involved)

look on: A large crowd **looked on** as the two cocks fought bravely. (To watch without getting involved)

look on/upon: We are beginning to **look upon** him as a close friend. (To regard in a certain way)

look out: We **looked out** the attic but couldn't find the old coffee pot. (To search for)

look out for: **Look out for** pickpocket while you are there. (To keep careful watch for possible danger or difficulties)

look out for: They promised to **look out for** each other on the expedition. (To take care)

look over: I **looked** the shorts **over** and decided to buy two pairs. (To inspect hastily)

look through: Police **looked through** his house and found blood stains.   (To look for something among other things)

look through: We **looked through** all the drawers, but still couldn't find the document. (To search untidily for something)

look to: They are cheering and **looking to** the last runner to win the relay. (To depend on someone to provide something that is expected, promised or hope for)

look up: He expects his business to **look up** in the new year. (To improve)

look up: I enjoy enormously **looking** words **up** in the dictionary. (To search for and find a piece of information)

look up: I never fail to **look** her **up** whenever I am in the vicinity. (To visit)

look up to: He is the kind of man most people **look up to**. (To have considerable respect or admiration for someone)

make away with: I saw in a store a kid **made away with** a bar of chocolate. (To steal)

make for: We quickly **made for** the river bank when our boat started to leak. (To move towards somewhere)

make for: Knowing the same language **makes for** better communication. (To produce a particular result)

make into: They **made** the car park **into** a four-storey office building. (To change something so that it becomes something else)

make of: Your life is what you **make of** it. (To influence the formation or development of)

make of: His last word before he died was about poison; what do you **make of** it? (To ask someone for their opinion)

make off: The robbers **made off** when the alarm sounded. (To leave hurriedly)

make off with: Police arrested a pickpocket who **made off with** ten wallets. (To take something away illegally)

make out: She whispered in my ear, but I could not **make out** what it was. (To understand)

make out: I can't **make out** the sign through the fog. (To see, hear or recognize with difficulty)

make out: He **made out** a cheque in payment of the fees. (To write out)

make out: Why do they **make** him **out** to be a religious person when he is not? (To portray someone in a particular way)

make over: He **made over** his entire estate to his only child. (To transfer the ownership of something to someone else)

make over: The family bought the old crumbling mansion and **made** it **over** into an imposing one. (To restore to a good state)

make towards: She **made towards** the exit when she had made all her purchases. (To go in the direction of something)

make up: The maid **made up** their bedroom when they were out. (To set something in order)

make up: It's pretty obvious she **made up** that story about being attacked. (To invent something such as a story, excuse, etc so as to deceive)

make up: We **made up** a list of the tasks that are to be tackled in order of priority. (To put something together)

make up: He saved as much as he could for the car, and his dad **made up** the deficit. (To make good the amount that falls short of what is required)

make up: They are **making up** for lost time by working overtime. (To replace)

make up: Each morning, she takes considerable time to **make up** before leaving for work. (To apply make-up)

make up: Tips **made up** a large portion of his income. (To form a part of a whole)

make up: The two neighbours mutually agreed to **make up** with a handshake. (To restore friendly relations after a quarrel)

make up for: No amount of money could **make up for** the loss of her husband. (To compensate)

make up to: Jack **made up to** Jill in hopes of keeping her as his girlfriend. (To do something that is to one's advantage)

mark down: The store attracts a big crowd as most items on sale have been **marked down**. (To reduce the price of something)

mark off: She **marked off** all the items she had bought. (To use a mark to indicate an item has been dealt with)

mark off: Police **marked off** the crime scene with tape. (To use something to separate an area)

mark out: They have **marked out** the area for vehicles to park. (To draw lines to indicate something)

mark up: Flour is likely to be **marked up** as there will soon be a shortfall in supply. (To increase the price of something)

mete to: His family felt that the sentence **meted out** to him was unjustly harsh. (To give punishment)

mix up: I called the wrong number when I **mixed** your telephone number **up** with another. (To fail to distinguish between two or more persons or things)

mix up: Someone **mixed** those cards **up** when they should arrange the titles on the cards in alphabetical order. (To disarrange a group of things by putting them in the wrong order)

mop up: The milk spilled across the floor, and who is to **mop** it **up**? (To clean a surface by soaking up a liquid)

move away: The children **moved away** as soon as they got married. (To go to a different place to live)

move in: We **moved in** as soon as it was ready for occupation. (To begin to occupy a new house)

move in on: The police have located the gang's hideout and are **moving in on** it. (To go closer to a place in order to attack or seize control of it)

move on: We have already been here a couple of days; let's **move on** to our next destination. (To get going)

move on: I pulled over but a traffic policeman waved to me to **move on**. (To leave a place)

move out: We decided to **move out** when the landlord increased the rent again. (To cease to live in a house)

move over: Let's **move over** and let him sit down. (To change from one position to another so that more space is available)

nibble away at: All these tidbits are **nibbling away at** the money we brought along with us. (To make or become gradually less)

nod off: He often **nods off** while watching television. (To doze off unintentionally)

occur to: It never **occurred to** me that you really believe the world is flat. (To come to one's mind)

open into: Like a hotel, each room in the mansion **opens into** the corridor. (To lead to a particular place)

open up: In the army barracks, a soldier went berserk and **opened up** with a machine gun. (To begin firing)

open up: Every morning the stallholders in the new market **open up** well before dawn. (To start business)

open up: After much persuasion, she finally **opened up** and revealed the truth about what happened that day. (To speak readily)

open up: The surgeons **opened** the patient **up** and discovered what they had been suspecting all along. (To perform a surgical operation)

open up: The developer **opened up** the land for a housing estate. (To convert land to a new purpose, especially by constructing buildings)

pass around/round: Please take a form and **pass** the others **around**. (To give something to everyone in a group)

pass away: Grandpa **passed away** peacefully in his sleep. (To die)

pass by: The small child watched open-mouthed the parade **passing by**. (To move past)

pass by: I **passed by** her without being noticed by her. (To move past someone and not be recognized)

pass by: We often sat on the river bank and looked at the barges **passing by**. (To go past someone or something)

pass down: The centuries-old tradition still **passes down** from generation to generation. (To hand something down from older people to younger ones)

pass for: His mother-in-law in mini-skirt could easily **pass for** a teenager. (To regard something as true)

pass off: There is no reason for me to **pass** myself **off** as anyone else. (To falsely represent oneself as someone else)

pass off: The protest match against alleged vote rigging **passed off** peacefully. (To happen in a satisfactory way)

pass off: He was under investigation for **passing off** fakes as authentic documents. (To deliberately cause someone to believe something that is not true or genuine)

pass on: You **passed** your cough **on** to me; see, I'm coughing now. (To infect someone)

pass on: The restaurant owners threatened to **pass** the proposed increase in the service tax **on** to the consumers. (To let someone else bear the cost of something)

pass on: It's exactly a year that he **passed on**. (To die)

pass on: He was not present as no one **passed on** the message about the urgent meeting to him. (To pass something from one person to another)

pass out: During a heavy drinking session, he suddenly **passed out**. (To briefly lose consciousness)

pass out: He **passed out** the application forms to those who put up their hands. (To give out something)

pass out: She was the only woman who **passed out** from one of the top police colleges in the country. (To successfully compete a training, especially in the armed forces)

pass over: Jane threatened to resign when she was **passed over** for promotion. (To be ignored or left out)

pass over: Certain facts were **passed over**, thus making the report misleading. (To avoid mentioning something)

pass round/around: Please **pass** these drinks **round**. (To offer something to everyone in a group)

pass up: His parents thought he should accept it as the opportunity to work overseas is too good to **pass up**. (To reject)

pass up: He **passed up** a chance for promotion out of fear of new responsibilities. (To refuse to accept)

pay back: I'll **pay** him **back** one of these days for what he did to me. (To revenge oneself)

pay back: Can I now **pay** you **back** half of the amount I owe you? (To repay someone)

pay for: Let's hope he will **pay** dearly **for** the evil deeds he did. (To be punished)

pay in: I will **pay** this cheque **in** for you. (To put money into an account)

pay into: I will **pay** this cheque **into** your account. (To put money into an account)

pay off: He wanted to **pay** me **off** substantially to keep quiet about something illegal he had done. (To bribe someone to keep quiet, especially about something that is illegal or dishonest)

pay off: Our persistence really **paid off** as we got this thing done successfully. (To produce a good outcome)

pay off: We **paid off** the washing machine in four installments. (To make full settlement of one's debt)

pay out: A huge sum of money was **paid out** to the jackpot winner. (To give out money)

pay out: I don't know how much I have to **pay out** to fix the leak in the roof. (To spend)

pay up: I was told to **pay up** by Monday or had my car repossessed. (To make a payment although not readily or eagerly)

pick at: The patient **picked at** her breakfast. (To eat in small amounts, displaying no desire to satisfy one's hunger or need for food)

pick off: We **picked** the moving toy ducks **off** one by one at the fun fair, and won some prizes. (To shoot someone or something one by one from a distance)

pick on: I don't think she likes me; she's always **picking on** me. (To repeatedly choose the same person for unfair treatment)

pick out: Anyone of us can **pick out** Rose's father from the crowd because he is exceptionally tall. (To easily recognize someone in a group)

pick over: We **picked over** the apples before buying them. ((To examine item by item, choosing the ones one wants)

pick up: We **picked** the broken pieces **up** off the floor. (To lift)

pick up: As we walked along the beach, we **picked up** empty sea shelves. (To collect)

pick up: Finally, the bus arrived to **pick up** commuters. (To take on passengers or goods)

pick up: The mechanic called to ask me to **pick up** my car. (To get or bring back something from somewhere)

pick up: The father **picked up** some items of food from a grocer's shop. (To buy)

pick up: She **picked up** some discounted dresses in the sale. (To buy something cheaply)

pick up: We could **pick up** French more quickly when we lived in France. (To learn through practice)

pick up: He was **picked up** as a suspect from his home by the police. (To detain someone)

pick up: The kind uncle offered to **pick up** the tab. (To accept to pay a, especially restaurant, bill for food, drinks, etc)

pick up: He **picked up** an unknown disease while on an overseas holiday. (To catch an illness)

pick up: We waited until the wind **picked up** before setting sail. (To increase or improve)

pick up: Sales are expected to **pick up** at the end of the year. (To improve)

pick up: One of the hounds had **picked up** the scent of a fox. (To detect)

pitch in: Bob **pitched in** to help complete the project before the deadline. (To join in with a task or activity)

pitch in: Some employers **pitched in** with financial help to get the training scheme going. (To provide help or support)

pitch into: He would   **pitch into** anyone who commented that he was uncooperative. (To make physical or verbal attack against someone)

pitch up: By the time he **pitched up**, the evening was drawing to a close. (To turn up)

plan on: She **plans on** allowing only invited guests at her party. (To decide on something and arrange it in advance)

plan on: They had not **planned on** having such bad weather. (To prepare for a future event)

plan out: We have already **planned out** the schedule for a week's outing to the seaside resort. (To make thorough preparation)

play along: He **played along** with her suggestion for the time being. (To act so as to make it appear that   you are cooperating when in fact you are not)

play around: He was **playing around** with a pencil when he talked to me. (To make small movements with something in the hand/s)

play around: She heard a rumour that her boss was **playing around** with his secretary. (To enter into a casual sexual relationship with a woman)

play at: Some of the children love to **play at** cowboys and Red Indians. (To play the role of someone)

play back: I **played back** the tape-recorder to listen to my voice with a view to improving it. (To replay something that has been recorded)

play down: The accused's lawyers **played down** the seriousness of his offence.(To minimize the true importance of something)

play off: The two teams are **playing off** for a place in the Premier League. (To play in a tie, the winner of which goes to the next stage of the competition)

play off: The children are **playing off** one parent against the other. (To give your support to a person or group to oppose another in a dispute so as to gain an advantage or benefit for yourself)

play on: He's always **playing on** his friends' generosity to get free treats. (To exploit someone's way of thinking or feeling in order to benefit oneself)

play up: A pro-government newspaper **played up** the internal squabble of the main opposition party. (To give undue prominence to something)

play up to: Many politicians are expert at **playing up to** the voters to gain their votes. (To please someone for their support)

play with: He unconsciously **played with** his pen while talking to us. (To move something about with no useful purpose)

point out: The leader **pointed out** the things we should and shouldn't do while jungle trekking. (To inform someone of something)

point out: He **pointed** his teacher **out** to his parents. (To make someone notice a person)

point to: Available evidence **points to** pilot error as the cause of the crash. (To reach a particular conclusion based on fact which is likely to be true)

point up: The report **pointed up** the definite weaknesses in the security arrangements. (To draw attention to something)

polish off: David could easily **polish off** seven different types of fruit at one sitting. (To consume food or drink quickly)

polish off: As expected, the underdog was **polished off** in straight sets. (To defeat)

polish off: His family believed he was **polished off** by a hit man engaged by his ex-wife. (To kill)

polish up: We intend to **polish up** our English in order to know her better. (To improve on a skill)

polish up: You need to **polish up** your boots. (To make smooth and shiny by rubbing)

pull ahead: On the final lap, a fellow competitor **pulled ahead** of him. (To move in front)

pull apart: They **pulled** the two fighting cocks **apart** to end the cockfighting contest.. (To separate)

pull apart: His suggestion was **pulled apart** as impractical. (To criticize harshly)

pull at: The little boy **pulled at** the puppy's tail. (To pull quickly and sometimes repeatedly)

pull at: He **pulled at** her coat sleeve. (To pull quickly and repeatedly)

pull away: The ambulance **pulled away** from where it was parked and sped down the highway. (To go or leave, as used for a vehicle)

pull away: On the final lap, he **pulled away** from the other runners. (To move ahead)

pull away: He tried to hold her hand, but she **pulled** it **away**. (To withdraw or take away)

pull back: The visiting team **pulled** a goal **back** to end the match in a draw. (To gain a point, goal, etc)

pull back: The soldiers were ordered to **pull back** from their positions around the city. (To withdraw)

pull down: They had to **pull down** the old disused crumbling building. (To demolish)

pull in: The train **pulled in** just as we arrived at the station. (To arrive)

pull in: I **pulled in** at the side of the road to make a quick a phone call. (To come to a stop)

pull in: A few of the protesters were **pulled in** when they clashed with the police. (To take someone into custody)

pull in: Tennis is a popular sport that always **pulls in** large crowds.(To attract)

pull in: In this country, you don't **pull in** much as a teacher. (To earn)

pull off: Three men **pulled off** the biggest bank robbery in town. (To accomplish by effort, skill, or courage in spite of difficulties)

pull off: We **pulled off** the highway and stopped for a break. (To separate and go in a different direction)

pull out: They **pulled out** of the business deal when they sensed something amiss. (To withdraw)

pull out: We waved to them as the train **pulled out** of the station. (To depart)

pull out: The troops will be **pulled out** as soon as order is restored to the area. (To retreat)

pull over: The policeman waved me to **pull over**. (To stop a vehicle at the side of a road)

pull through: The doctors expected him to **pull through** despite the severe injuries he sustained in the accident. (To get through an illness or difficult situation)

pull up: He **pulled up** outside a convenience store. (To stop a vehicle)

put across: She **put** her opposing views **across** during the discussion. (To come out with ideas, etc in a way that is easily understood)

put across: The book **puts across** complex ideas in a way anyone can understand. (To make something easily understood)

put across: The candidate **put** herself **across** very wellto the voters. (To communicate one's ideas to other people so as to promote oneself)

put aside: Every month she **puts aside** a sum of money to buy a car. (To save money for a specific purpose)

put aside: She **puts aside** an hour each day to meditate. (To give time to an activity)

put aside: Everyone **put aside** what they were doing and tuned in to a news flash about a major explosion at the city's airport. (To suddenly ignore what one is doing and turn one's attention to something else)

put aside: We are going to get the two sides to **put aside** their differences. (To ignore temporarily)

put away: The boys rushed to **put away** the toys when they heard their mummy is home. (To put something back in its regular place)

put away: He should be **put away** for being so violent, especially when he is drunk. (To confine someone to a place such as prison, hospital, etc)

put away: We **put away** as much as we can to meet future needs. (To save money)

put away: They **put away** the badly diseased stray dog. (To kill quickly in a humane way)

put back: You must **put** the books **back** when you have finished with them. (To return something to its usual place)

put back: The members have unanimously agreed to **put back** the party election. (To postpone)

put by: I'm **putting by** an amount of money each month for a new bike. (To set aside money for the future)

put down: The public demonstration was brutally **put down** by troops. (To forcibly put an end to riot, rebellion, etc)

put down: This heartless fellow seemed to enjoy **putting** me **down** when there were people around. (To criticize)

put down: He's not **put down** his lame horse. (To kill an animal painlessly)

put down: I think we have had enough to **put down** on a new car. (To pay a sum of money as the first instalment)

put down: The fans **put** the loss of their team **down** to too many inaccurate passing of the ball. (To regard something as being caused by something else)

put down: Everyone who entered the place had to **put** their names **down** in the visitors' book. (To write down something such as name, phone number, etc)

put down: You can **put** the box **down** in that corner (of the room). (To leave something on a surface such as the floor, etc)

put down: She **put down** the telephone and cursed loudly. (To return the telephone receiver to its proper place)

put down: You haven't **put** a couple of items **down** on the shopping list. (To include in a list)

put down: He told the taxi driver to **put** us **down** at the library. (To drop off passengers)

put down as: They **put** the politician **down as** a habitual liar. (To describe someone as belonging to a class of people possessing particular shared characteristics)

put forward: He **put forward** some very convincing arguments. (To propose for consideration)

put forward: Some countries **put** their clocks **forward** at certain time of the year. (To show a later time)

put forward: The opening time of the exhibitionhas been **put forward** owing to the large crowd waiting to go in. (To start at an earlier time)

put in: For the past week, we had to **put in** extra time to complete it before the deadline. (To use up time doing something)

put in: The consortium **put in** a multimillion pound bid for the football club. (To make a formal offer)

put in: All the team members have **put in** a great deal of effort. (To spend time, energy, effort, etc working on something)

put in: The workers **put in** individual claims arising out of accidents at work. (To submit a claim)

put in: If you meet the boss, **put in** a good word for me. (To bring to the attention of someone)

put in: I feel I must **put in** at least a brief appearance at the party. (To present oneself for a short time)

put in for: We have **put in for** a room with a view of the sea. (To make a request)

put off: Don't **put off** till tomorrow what you can do today. (To arrange for something to take place at a later time)

put off: She's preparing for her exams and will not allow anything to **put** her **off**. (To distract)

put off: Her highly critical attitude really **put** me **off**. (To cause someone to feel dislike)

put off: He keeps asking her to go out with him, but she keeps **putting** him **off**. (To cancel or postpone an appointment with someone)

put on: Despite her hurt feelings she **put on** a smiling face. (To pretend have a particular quality, appearance, feeling, behavior, etc)

put on: She is the only one in the family who is **putting on** excess weight. (To add to one's weight)

put on: She **put** a pair of faded jeans and a sweater **on** before she went outside. (To wear clothes)

put on: I thought she was **putting** me **on** when she said she's taking me out for dinner. (To cause someone to believe something that is not true)

put on: I will not **put** money **on** that horse. (To risk a sum of money on an outcome of a race, game, etc)

put on: He had to suddenly **put on** the brakes to try to avoid hitting the dog. (To bring something into operation or use)

put on: The airline is **putting on** extra flights for the sporting event. (To add)

put on: They are **putting on** a firework display to celebrate the ceremonial occasion. (To organize a public event)

put out: The firefighters took hours to **put out** the huge fire. (To extinguish)

put through: John's parents managed to **put** him and his siblings **through** university. (To pay for someone's education)

put through: The group of tourists was **put through** a terrible two-day ordeal. (To cause someone to undergo an unpleasant experience)

put through: She **put** me **through** to a wrong person. (To connect someone by telephone to another person)

put through: Ask the receptionist to **put** your call **through** to my room. (To transfer a telephone call from one person to another person)

put to: After the speeches were delivered, we were allowed to **put** questions **to** the speakers. (To present something for consideration or discussion)

put to: I **put** it **to** you that you have been lying about how you spend the company's money. (To challenge someone to deny the truth of an allegation or statement)

ut up: Despite being an underdog, the team **put up** an outstanding performance. (To display considerable skill in a contest)

put up: Where are we going to **put up** for the weekend at the resort when all the hotels are fully booked? (To temporarily provide lodging for someone)

put up: They are **putting up** a bus terminus north of the city where the wasteland is. (To build)

put up: He managed to persuade his friend to **put up** the money for the venture. (To make money available in advance for a particular purpose)

put up: They **put up** a monument to the firefighters who lost their lives. (To erect)

put up: The party is **putting up** six female candidates in the general election. (To nominate)

put up: Election posters were **put up** all over the city. (To place something prominently so that it may readily be seen)

put up: A wealthy uncle has **put up** bail for him. (To make payment for the release of an accused person)

put up: We lost our way and had to **put up** at a cave for the night. (To stay somewhere)

put up to: He has been playing truant from school lately, and we think someone must have **put** him **up** to it. (To encourage someone to act in a wrong way)

put up with: He is not going to **put up with** his nagging wife any longer. (To be subjected to a bad or unpleasant situation that is continuing for a long time)

read into: You are **reading** too much **into** her remarks; she probably didn't mean it. (To assign a meaning to someone's words that they just don't have)

read out: He **read out** a list of names of those who died in the disaster. (To read aloud)

read through/over: I **read through** the passage for him and discovered some mistakes. (To read from beginning to end)

read up: Let's **read up** on the plumbing in the manual before we do anything. (To find out information by reading)

reason with: I tried for days to reason with her but she wouldn't listen. (To urge or persuade by giving good reasons)

reckon in: If you **reckon in** the prohibitive cost of repairs, it seems worthwhile to buy a new one. (To include something in a calculation)

reckon on: We didn't **reckon on** hiring more staff. (To expect)

reckon with: He made a report against them, and now they have the police to **reckon with**. (To have someone powerful or something difficult to deal with)

reckon with: They **reckoned without** the problem of lack of funds. (To fail to take into account)

relate to: He is unable to **relate to** older people.(To understand and share the feelings of another person)

relate to: He doesn't relate well to his peers. (To have a friendly relationship with someone)

rely on/upon: This landlocked country has to **rely on** its eastern neighbor for its import and export. (To depend on)

rely on: You can safely **rely on** his judgment. (To trust someone)

remark on: Her friends at the party **remarked on** her outfit. (To pass comment)

remind of: The song **reminds** him **of** his mates in his prison days. (To make someone remember of someone else)

remind of: How often do you look at your watch to **remind** you **of** the time? (To make someone remember of something)

report back: He **reported back** that the violence had escalated. (To bring or send back an account of something, as a journalist or reporter does)

report to: We were told **to report** to the new manager tomorrow. (To be responsible t o someone at the workplace)

rest on: The future of the company **rests** solely **on** consumers' demand. (To depend)

rest on: His eyes **rested on** the young girl sitting alone in the corner. (To look steadily and intently)

rest with: The final decisionto or not torelease the hostages **rests with** the leader.(To have the responsibility to do something)

resulted from his own negligence. (To be caused by something)

result in: The accident **resulted in** the loss of his left leg. (To finish with)

ring back: She said she would **ring back** and that was ten hours ago. (To return a telephone call)

ring in: The boss **rang in** to inform he had taken the day off. (To call one's workplace by telephone)

ring in: They never fail to **ring in** the New Year with a brilliant firework display. (To mark the start of something new)

ring off: After a long conversation, we agreed to **ring off**. (To end a telephone call)

ring out: A scream **rang out** from the house across the road in the middle of the night. (To be loud and clear)

ring up: The new cashier **rang up** the wrong amount. (To use a cash register to record an amount)

ring up: Someone **rang up** the fire station to report a fire. (To call someone or some place by telephone)

run across: I **ran across** my ex and her lover this morning. (To find or meet by chance)

run after: He is always **running after** girls with long hair. (To seek the attention of someone with the intention of getting romantically involved)

run after: He **ran after** her to return a set of keys which she dropped. (To catch someone up for a purpose)

run against: He intends to **run against** his father in the by-election. (To compete for something, especially a position of power)

run against: While swimming across the river, we soon found ourselves **running against** strong current. (To encounter something unexpectedly)

run along: The children were told to **run along** so that the two adults could carry on with their conversation. (To tell someone, especially children to go away)

run around: At your age, you shouldn't be **running around** like that. (To busy oneself doing many different things)

run away: The husband **ran away** from his domineering wife. (To leave secretly from someone or some place)

run away with: She **ran away with** two gold medals in this year's swimming competition. (To win easily)

run away with: This is the second time he **ran away with** a neighbour's wife. (To leave secretly with someone)

run down: A car **ran down** a pedestrian while being chased by a patrol car. (To hit and knock down someone or something with a vehicle)

run down: She often **runs** herself **down** as she feels she's unable to deal with her life. (To represent someone as being of little worth; to criticize unfairly)

run down: The police have finally **run down** the leader of the drug traffickers in his new hideout. (To trace and capture someone)

run down: They are **running down** their ostrich farm as the demand for ostrich meat and eggs has fallen. (To reduce the size, resources, etc of something)

run down: We have to **run down** the list of names to make sure no one is excluded. (To examine something in details; to go over)

run down: The clock has stopped working; it's very probable its batteries have **run down**. (To lose power)

run into: He lost control of his car and **ran** it **into** a bus. (To use a vehicle to hit someone or something by accident)

run into: We **ran into** financial difficulties six months after we started the business. (To experience a difficulty)

run into: This morning I **ran into** an old colleague. (To meet by chance)

run into: His wealth is likely to **run into** seven figures in a few years. (To amount to)

run off: Her husband **ran off** with her sister. (To run away secretly to get married)

run off: He **ran off** after getting her pregnant. (To run away from someone)

run off: The new machine can **run off** fifty copies in a minute. (To print or to duplicate)

run off: She joined a new gym to **run off** her excess pounds. (To shed the extra weight)

run off with: He **ran off with** a huge sum of his employer's money. (To secretly escape or to leave hurriedly to avoid arrest)

run on: The lecture became more boring when it **ran on** for another hour. (To continue longer than is expected)

run on: The professor claimed to have invented a car that **ran on** seawater. (To be powered by something)

run out: She felt like screaming at him when her patience **ran out**. (To be used up)

run out: Our operating licence **runs out** at the end of the year. (To come to the end of the period of validity; to expire)

run out of: We can't post our letters now as we have **run out of** stamps. (To use up)

run out of: We are **running out of** funds at the moment, so we are not going on holiday. (To become used up)

run out on: She deeply regrets **running out on** her parents a few months ago.

run over: His dog died shortly after it was **run over** by a taxi. (To knock down and pass over someone or something by a vehicle)

run over: Let's **run over** the tables and figures in the report before we leave for the meeting. (To review)

run over: Someone left the tap on and the water **ran over**. (To overflow)

run over: The meeting has **run over** by nearly an hour; shall we continue tomorrow? (To exceed the expected ending time)

run through: Let's **run through** the solutions to the exercises again. (To go over something)

run through: She ran through my essay for me and discovered some spelling mistakes. (To examine something)

run to: How could a bill for a minor repair to my car **run to** a hundred dollars? (To reach a particular amount or level)

run up: We **ran up** a very large hotel bill. (To increase in amount or number)

run up: With his new machine, the tailor can **run up** a piece of clothing within hours. (To make something, especially clothes, hurriedly)

run up against: Construction of a chemical plant had **run up against** growing local opposition. (To unexpectedly meet or be faced with difficulty)

rush around: We **rushed around** informing all the members of the last-minute cancellation. (To act with urgent haste)

rush into: John begins to regret **rushing into** that high-risk venture without careful thought. (To get involved without prior consideration)

rush out: The manufacturer is **rushing out** the novelties for the festive season. (To quickly produce and distribute something)

save on: We don't turn an a light if we don't need it to **save on** electricity. (To not use something so as to avoid paying for it)

save up: We are trying to **save up** for our overseas holiday. (To set aside money for future use)

scare away: A supposedly haunted scene near my house **scared** many people **away** from the place. (To frighten someone away)

scare away: The farmer set up big scarecrows to **scare** birds **away**. (To keep something away by frightening them)

scare into: The cult leader **scared** the members **into** following his instructions. (To frighten or threaten someone into doing something)

scare off: The new tax **scares off** many would-be investors. (To make someone feel less confident or sure about doing something)

scare up: We have to **scare up** something to eat the night before someone come to our rescue. (To obtain something in spite of difficulties)

scrape along: With my first job, I had to **scrape along** on my small weekly wage. (To earn just enough money to live on)

scrape by: She lost her husband, so the family had to **scrape by** on her meager earnings. (To get by)

scrape in: He **scraped in** by a slim majority to become president of the club. (To just make it)

scrape through: I just **scraped through** my exams. (To just pass or achieve something)

scrape up: She **scraped up** enough money to pay off her father's gambling debts. (To bring together with difficulty a number or quantity of something)

see about: One of us has to **see about** getting enough drinks for the party. (To deal with)

see about: Let the doctor **see about** the pain on your leg instead of just worrying about it. (To attend to)

see after: He asked me to **see after** his hamsters while he is overseas. (To take care of)

see in: The movie was supposed to be funny, but I couldn't **see** the humour **in** it. (To see a quality in something)

see in: We can **see** an outgoing personality **in** him. (To see a quality in someone)

see in: Her parents couldn't understand what she **saw in** him. (To see something in someone)

see of: We have **seen** very little **of** each other since her transfer to the headquarters in the city.(To spend time socially together with someone)

see off: He was very happy **see** his mother-in-law **off** at the airport. (To bid someone farewell at a particular place such as airport, railway station, etc)

see off: His job is to **see off** unwelcome intruders. (To send an uninvited person away)

see out: There were no one to **see** us **out** when we left the office. (To accompany a guest to the door when he/she is leaving)

see out: We **saw out** the entire firework display in spite of the light drizzle. (To remain until the end of an event, etc)

see through: They are determined to **see** the whole project **through**. (To get on with a task until it is completed)

see through: I need some money to **see** me **through** until I get another job. (To support someone through a difficult time)

see through: We **saw through** his cunning act almost immediately. (To realize the truth of something that is deceiving)

see to: When I was staying with them, her parents **saw to** all my needs. (To attend to)

see to: The local council intends to **see to** it that no one gets away with littering the beach with bottles and cans. (To deal with)

sell off: I had to **sell off** my antique furniture to pay for my medical treatment. (To raise money to meet one's need)

sell off: He **sold off** his luxury yacht to the highest bidder. (To sell something at a reduced price)

sell out: They have **sold out** of all the units of the new computer model. (To sell one's supply of goods or materials)

sell out: The latest batch of the book is completely **sold out**. (To sell an entire stock of something)

sell out: Fellow gang members had **sold** him **out**. (To betray someone)

sell out: He **sold out** to the other side. (To abandon one's principles)

sell up: The family **sold up** and settled permanently in another country. (To sell all of one's possessions)

send away: She was **sent away** to live with her grandparents in her early teens. (To send someone to another place)

send back: The letter was delivered to a wrong address and was **sent back** to the post office. (To return to the sender)

send down: He was not **sent down** as he was found innocent of the crime. (To imprison someone)

send down: The two students were **sent down** from their university for unacceptable behavior. (To expel)

send for: Someone has already **sent for** an ambulance for the accident victim. (To request to come)

send for: She **sent for** a free sample of the shampoo as advertised. (To request or order by post)

send in: When negotiation with the hostage-takers failed, the police **sent in** the snipers. (To involve someone in a difficult situation)

send off: He was **sent off** for kicking another player's backside. (To compel someone, especially a player to leave the field for violation of the rules)

send off: We **sent off** a letter of application and are still waiting for a reply. (To cause something to be delivered by post)

send off: The mother **sends** the kids **off** to school each morning. (To move someone to another place)

send on: The report is **sent on** to the Attorney General for further action. (To deliver something to someone so that they can deal with it)

serve out: He was released without having to **serve out** the full sentence because of good behavior. (To spend a period in prison)

serve out: She **served out** the homemade apple pie. (To present food or drink to each of the people or guests present)

set about: We **set about** cleaning up the whole house after the flood. (To begin to deal with something)

set about: The police **set about** gathering evidence in the house where the murder took place. (To start to do something in a determined way)

set about: The gang **set about** him with their punches. (To attack someone)

set against: The increases in our salaries have to be **set against** the rising cost of living. (To offset something against another)

set against: The dispute over inheritance has **set** sibling **against** sibling. (To cause someone to be in conflict with another)

set apart: It is her diligence in her studies that **sets** her **apart** from her siblings. (To display a quality that separates someone from other people)

set aside: Every month we **set aside** a portion of our salaries for the purchase of a house. (To reserve something for a particular purpose)

set aside: We **set aside** an hour each day to do the yoga together. (To reserve something for a particular purpose)

set aside: The High Court **set aside** his conviction. (To declare invalid)

set aside: We are going to persuade the two sides to **set aside** their differences. (To reconcile)

set back: The raining season will **set back** the completion of the building project. (To delay the progress of something)

set back: The house renovation has **set** us **back** quite a bit. (To cost considerably)

set by: We must **set** money **by** in case it is urgently needed sometime in the future. (To keep something for future use)

set down: I woke up and **set down** in detail the dream I just had. (To record in writing)

set down: The taxi driver **set** us **down** at a wrong cinema. (To let someone get out of a vehicle)

set forth: Together, they **set forth** for an unknown destination. (To begin a journey)

set forth: She **set forth** her ideas of controlling human mind in her latest book. (To express in writing)

set in: Global warming has **set in** and with it more problems will arise. (To begin to happen and seem likely to continue)

set off: A police spokesman said the bomb was **set off** using a remote control. (To cause (bomb) to explode)

set off: To ensure maximum security, any little noise can **set off** the alarm. ((To cause (alarm) to go off)

set off: The family is **setting off** for the Far East. (To begin a journey)

set off: An angry argument between rival fans **set off** a violent disturbance. (To cause to happen)

set on: He has vicious dogs ready to be **set on** those who trespass on his property. (To use an animal or get someone to attack someone else)

set on/upon: He was **set upon** while walking home alone. (To be violently attacked)

set out: The brothers **set out** on a journey across central Asia. (To start a journey)

set out: Police investigations revealed she deliberately **set out** to murder her husband's lover. (To intend to do something)

set out: They **set out** as a group to uncover the truth about the haunted castle. (To undertake to do something)

set out: Every evening along the street, the traders **set out** their wares for sale. (To arrange and display for sale, exhibition, etc)

set out: He **set out** to break the world's record of becoming the oldest bullfighter. (To aim or attempt to do something)

set out: The document **set out** clear guidelines on the use of chemicals in food production. (To specify precisely about something)

set to: We **set to**, and completed the work well before the deadline. (To begin doing something in a vigorous and determined way)

set up: Jack and Jill have **set up** a business selling rabbit food. (To establish a business, organization, institution, etc)

set up: They **set up** an investment fund to provide money for their retirement. (To establish)

set up: Owning highly successful businesses has **set** the father and son **up** for life. (To be provided with enough money to last one's lifetime)

set up: A good sleep has **set** him **up** for the day of long distance driving. (To give someone the health or energy needed to do something)

set up: He claimed he was **set up** when customs officers discovered some drug in his bag. (To make someone who is innocent seem guilty)

set up: He **sets** himself **up** as a leading authority on termites. (To lay claim to being a particular person)

set up: Following the escape of a prisoner, police **set up** road blocks round the surrounding area. (To erect something)

set up: The company is **setting up** a new system of stock control in the new year. (To organize and implement something)

settle down: She hopes to **settle down** before the age of 30, and have a family. (To start to live a steady life)

settle down: He felt he wasn't yet ready to **settle down**. (To start to live a steady life)

settle down: She **settled down** for a quiet doze on the sofa. (To become composed)

settle down: It didn't take her long to **settle down** in her new office environment. (To adapt)

settle for: The dress of her favourite colour is out of stock, and she **settled for** a blue one. (To accept something that is less than the exact thing that you want)

settle for: They were prepared to **settle for** a draw, knowing that their opponent was very difficult to play against. (To accept less than what you really want)

settle in/into: The kids **settled** happily **into** their new school. (To become used to a place)

settle on: They have not **settled on** the date for their marriage. (To decide or agree on something)

settle on: He drew up a will to **settle** a yearly sum **on** each of his children. (To transfer money or property to someone)

settle up: Let's **settle up** and leave this bar for supper. (To pay money owed or due)

shoot down: The rebels **shot down** a few villagers who they claimed were government agents. (To kill or injure someone by firing a gun at them)

shoot down: Our antiaircraft gun **shot down** six enemy aircraft. (To bring down something by shooting it)

shoot down: The proposal was unanimously **shot down** in the meeting. (To strongly oppose)

shoot for: The team is training hard as it **shoots for** a place in the final stage. (To strive for a goal)

shoot off: The rival gang members stopped the fight and **shot off** when informed that the police were approaching. (To run quickly away)

shoot out: The bank guards and the armed robbers **shot** it **out** in front of the bank. (To shoot at each other)

shoot up: Prices of most kinds of baby food have **shot up**. (To increase sharply)

shoot up: Their children have **shot up** and are now taller then their parents. (To grow quickly in size, height, etc)

shoot up: That the house was severely **shot up** was clearly evident as its walls were heavily riddled with bullet holes. (To be full of bullet holes)

shoot up: They would often gathered together in the abandoned house to **shoot up**. (To introduce a drug into the body with a hypodermic syringe)

show around/round: The general manager **showed** the businessmen **around** the assembly plant. (To guide someone around a place to view something)

show off: She keeps herself in shape and never hesitates to **show off** her body shape. (To display with excessive pride and for admiration)

show off: Little Tim **showed off** his new toys to his friends. (To display with excessive pride and for admiration)

show off: People find him annoying as he always **shows off** to them. (To behave in a way that is designed to impress)

show out: After each job interview, there's someone to **show** the applicant **out**. (To accompany someone, who is leaving, to the door)

show up: He has just **shown up** when he should have done so two hours ago. (To arrive)

show up: He liked to make appointments but never **showed up**. (To put in an appearance)

show up: Without make-up, her wrinkles clearly **showed up**. (To be visible)

show up: She vowed never to see him again for **showing** her **up**. (To cause someone to feel ashamed)

show up: Their decisive defeat **showed up** the team's weaknesses in defence and passing of the ball. (To demonstrate a fault in someone or something)

shut away: He used to **shut** himself **away** in his own research laboratory. (To hide away or to confine someone)

shut away: I remember she **shut away** those things in this locked drawer before she passed away.(To keep something out of reach of other people)

shut down: They had to **shut down** the factory two years ago. (To cease operation)

shut down: They had to **shut down** one of the twin engines when it malfunctioned. (To close down)

shut in: They **shut** the tranquilised tiger **in** a cage for removal to another part of the jungle. (Toconfine)

shut off: Mum always remembered to **shut off** the stove when she finished cooking. (To stop something from operating)

shut off: The electric iron **shuts off** by itself when it gets too hot. (To stop operating)

shut off: After his release from prison, he **shut** himself **off** from the rest of the world. (To be alone)

shut out: It's time to **shut** the dogs **out** of the house for the night. (To not allow the entry of someone or something into a place)

shut out: We have to do something to **shut out** the draught from coming in under the door. (To prevent something from entering a place)

shut up: She should **shut up** and listen what others have to say. (To make someone to stop talking)

shut up: No one is listening to what I'm saying, so I had better **shut up**. (To stop speaking)

shut up: Why do they **shut up** so early; now we can't get what we want. (To close shop when business finishes for the day)

shut up: He had to **shut up** and retire early on medical grounds. (To close a business permanently)

shut up: This is the tower where the king's suspected enemies were **shut up** for the rest of their lives. (To seclude someone from the outside world)

shut up: He virtually spent his whole life **shut up** in the laboratory doing what he had always been interested in. (To seclude oneself from the outside world)

sit around: On most weekends, we would **sit around** and talk about anything. (To pass time sitting and not doing anything useful)

sit back: He **sat back** in his chairand started to read the paper. (To have one's back resting comfortably against the back of a chair)

sit by: They accused him of **sitting by** when there had been a serious deterioration in his wife's mental condition. (To fail to give proper care or attention to someone or something; to refrain from taking action)

sit down: He stood up and let a pregnant lady **sit down**. (To take a seat)

sit in: Some of these people who **sit in** are foreign observers. (To be present but not participating)

sit in for: Another newsreader is **sitting in for** her this evening. (To act temporarily as a substitute)

sit on: They accused the departmental head of **sitting on** their applications. (To delay taking action to deal with something)

sit out: I **sat out** the television programme just to be with her. (To not take part in doing something)

sit out: We **sat out** the storm in a harbor before sailing again. (To wait until a bad situation ends)

sit through: Our boss delivered a lengthy boring speech and we had to **sit through** it. (To stay until the end of something that is unpleasant)

sit up: We would **sit up** and watch when there's a late football match on television. (To stop oneself from going to bed early)

sit up: His back is giving him great pain, so he can't **sit up** straight. (To sit with the backbone straight)

sit up: She is making good progress towards recovery as she can now **sit up** in the bed. (To get up from lying to sitting position)

sit up: Everyone **sat up** when he broke the latest news of a big bomb explosion in the city centre. (To pay sudden attention to something)

slip into: He **slipped into** his pyjama/pajama trousers and without shirt got into bed. (To put on clothes quickly)

slip into: Please wait while I **slip into** something more comfortable. (To put on clothes quickly)

slip off: Let's **slip off** our clothes and got into the bath together. (To take one's clothes off quickly)

slip off: He was to give a speech later, but he **slipped off** when no one was looking. (To move away quietly and carefully in order not to be seen or heard)

slip on: She **slipped on** a pair of gloves to do some gardening. (To put clothes on quickly)

slip out: I know I shouldn't have said it, but the words just **slipped out**. (To say something not consciously or intentionally)

slip out of: He **slipped out of** his robe and got into the swimming pool. (To take clothes off quickly)

slip up: The police **slipped up** and the wrong person was arrested. (To make a careless mistake)

slow down: The police roadblock had **slowed down** traffic to a big snarl-up. (To make or become slower)

slow down: I think you should **slow down** when you approach a bend. (To reduce speed of a vehicle)

slow down: We had to **slow down** as the path began to zigzag steeply uphill. (To reduce one's speed)

snap off: She stopped reading, **snapped off** the light and closed her eyes to sleep. (To turn off a light)

snap on: She **snapped on** the light when she entered the bedroom. (To turn on a light)

snap out of: It's unlike you to be so irritable; I wish you would **snap out of** it. (To get out of a bad mood)

snap up: Hordes of customers **snapped up** the bargains that were on offer. (To quickly acquire something because it is cheap or in short supply)

speak of: His belief that the law did not apply to him **spoke of** arrogance. (To indicate something exists)

speak of: I have to take this lowly job as I have no paper qualifications – none to **speak of**. (To indicate something is real)

speak out: The students **spoke out** against fraud and mismanagement in the university. (To voice protest about an issue)

speak to: The supervisor wants to **speak to** the two workers who fought in the canteen. (To talk to someone who has committed a wrong)

speak up: You are asking me to **speak up** when I am shouting into the phone. (To speak loudly)

speak up: Those at the back will have to **speak up**. (To speak loudly)

speak up: If you feel so strongly about it, you can **speak up** at the next meeting. (To speak without fear)

stamp out: The new government is determined to **stamp out** corruption. (To forcibly put an end to something)

stamp out: He **stamped out** the dying flame. (To put out)

stand against: Her daughter will be **standing against** her in the parliamentary election. (To be a candidate in an election)

stand around: The crowd just **stood around** waiting for the ambulance to arrive. (To stand somewhere and do nothing)

stand aside: He decided to **stand aside** and let a younger person take over. (To give up one's position)

stand by: There is only one ambulance **standing by** at this moment. (To be ready for action if needed)

stand by: She **stood by** what she said and would not retract her statement. (To maintain one's attitude towards an issue)

stand by: How could the world **stand by** and let this country go through a prolonged civil war. (To not get involved)

stand by: Family members and friends **stood by** him throughout his trial. (To remain loyal to or supportive of someone)

stand by: The collective decision has been made and every member has to **stand by** it. (To support and defend)

stand down: The witness **stood down** after giving oral testimony about the murder. (To leave the witness box)

stand down: He **stepped down** as Managing Director in favour of his eldest son. (To resign)

stand for: He is not going to **stand for** her personal insults much longer. (To put up with)

stand for: Many people know what 'IOU' **stands for** 'I owe you'. (To represent)

stand for: We have yet to know what the newly-formed party **stands for**. (To publicly support a particular cause or policy)

stand in: His two assistants **stand in** for him when he's on a foreign assignment. (To act as a substitute)

stand out: Your dyed orange hair will certainly make you **stand out** in any crowd. (To be easily noticeable)

stand out: Among the applicants, Julia **stood out** from the rest as the most qualified. (To be clearly better or the best)

stand out against: The local people are **standing out against** the dumping of toxic waste. (To continue opposing or supporting something)

stand up: He looks taller if he **stands up** straight. (To stand on one's feet)

stand up: The defence believed the charges were fabricated and would not **stand up** in court. (To stay valid)

stand up for: You should **stand up for** your rights as citizens of this country. (To do something in defence of)

stand up to: He wouldn't dare **stand up to** his female boss even though he knew he was right. (To strongly defend against)

stand up to: Can the boat that we built **stand up to** every weather condition at sea? (To remain undamaged or unaffected by)

start off: His father **started** him **off** as a management trainee in his company. (To begin doing something)

start off: He **started** it **off** by giving a brief account of how he became a public speaker. (To begin by doing something)

start off: We have to **start off** early in order to arrive there before dusk. (To set forth)

start on: The first coat of paint has thoroughly dried; we can now **start on** the top coat. (To begin to deal with something)

start on at: She **started on at** me for not helping but only helping to eat. (To talk in a critical way)

start out: He **started out** as a lance corporal but now he is a sergeant. (To begin one's working life)

start over: Your summary is full of mistakes; I'll **start over** with you. (To redo from the beginning)

start up: I think we have to **start up** a different business; this one is failing. (To start an undertaking)

start up: The residents are **starting up** a vigilante group to patrol the neighbourhood. (To organize something)

start up: We had to call in the serviceman as the machine wouldn't **start up** this morning. (To become operational)

tear apart: The vultures **tore** the carcass **apart**. (To violently pull something into pieces)

tear apart: The civil war threatens to **tear** the country **apart**. (To split)

tear apart: It **tore** her **apart** to see so many child victims of terminal diseases in a single ward. (To upset terribly)

tear at: The puppies **tore at** the slipper. (To pull or attack violently)

tear away: Once he's on the video game, it's hard to **tear** him **away** from it. (To leave or remove oneself unwillingly)

tear down: Several houses were **torn down** to make way for the new highway. (To demolish)

tear into: I said she might be wrong and she **tore into** me. (To criticize strongly)

tear off: I wasted no time in **tearing** my clothes **off** to take a shower. (To remove one's clothes hurriedly)

tear up: She **tore up** the letter after reading it. (To rip into pieces)

tell against: He longed to be a basketball player, but his lack of height **told against** him. (To be a cause of a failure)

tell apart: It is difficult to **tell** the twin girls **apart**. (To recognize or identify as different)

tell off: John ran for a bus but bumped against a woman who **told** him **off**. (To express disapproval of someone)

tell on: Her constant worrying is beginning to **tell on** her face. (To have a noticeably bad effect on someone)

tell on: Are you not worried that he will **tell on** you? (To inform on another person to the authority, especially the police)

think back: When she **thinks back**, she feels very unlucky to have fallen as badly as she did. (To bring back the memory of something that happened in the past)

think of: She doesn't **think** very highly **of** her new daughter-in-law. (To have an opinion of someone)

think of: What did you **think of** the film? (To have an opinion of something)

think of: I have just **thought of** a way to make easy money. (To come up with a new idea or plan)

think of: I recall correctly; she lives at number 11, but I can't **think of** the street. (To remember something)

think of: He often **thinks of** others, not only of himself. (To have thoughtfulness towards others)

think out: Jack was the one who **thought out** the whole operation. (To mentally and carefully plan something)

think over: Jillian prefers to **think** it **over** before deciding on his proposal. (To think carefully about something)

think through: Facing the choice of an overseas assignment or losing his job, George needed some time to **think** it **through**. (To consider carefully)

think up: It was Paul who **thought up** the idea of a jumble sale to raise more money. (To invent something)

throw away: He is not **throwing away** those ten pairs of worn out shoes yet. (To get rid of something that is useless)

throw away: He chose to be a backpacker and **threw away** a chance to go to a university. (To fail to make use of an opportunity, advantage, etc)

throw in: We decided to buy the big desk with a table lamp **thrown in**. (To add something with no additional charge to something else that is purchased)

throw in: All eyes were drawn to the one who **threw in** a careless remark while the conversation was proceeding. (To add something while something else is progressing)

throw off: If only you could **throw off** all your negative thoughts, you wouldn't feel the way you do. (To rid oneself of something)

throw off: Each day on arriving home, this couch potato uncle of his **throws off** his jacket and sits down to watch television. (To quickly remove a piece of clothing)

throw off: Can the bright moon **throw off** enough light for reading? (To produce something in large amount)

throw off: It was only after two weeks that grandma **threw off** her cold. (To get rid of)

throw off: She **threw** the stalker **off** by blending into the crowd. (To break free from someone or something that following you)

throw open: The race was **thrown open** to more competitors when the age limit of participants was lowered. (To make something more accessible)

throw out: Dad refused to **throw out** the old books and magazines that cluttered the lounge. To get rid of something that is unwanted)

throw out: The court **threw out** the case due to lack of evidence. (To dismiss)

throw out: The student was **thrown out** of school for unacceptable behavior. (To expel)

throw out: The treatment plant is **throwing out** raw sewage directly into the river. (To discharge)

throw over: She promised to never **throw** him **over**, but she broke the promise after one year. (To abandon someone)

throw together: A sudden rainfall caused them not to dine out, but to **throw** something **together** for dinner. (To make something quickly without planning or preparation)

throw together: Jack and Jill believed fate **threw** them **together** when as strangers they sat beside each other and began a relationship. (To be brought into a relationship by chance)

throw up: Bob, as usual, **threw up** after he had overeaten. (To vomit)

throw up: Halfway through her election campaign, she **threw up** her candidacy. (To abandon or give up)

throw up: The introduction of the new regulations is likely to **throw up** much controversy. (To produce)

tie down: They were **tied down** by having to work twelve hours a day. (To restrict someone's freedom)

tie in: It was a disaster when the two events didn't **tie in** whenthey were supposed to. (To connect one thing with another)

tie in with: The concert will **tie in with** the festival of dance taking place the same weekend. (To bring different things into a relationship)

tie up: Someone **tied** all the flowers **up** in one big bunch. (To fasten)

tie up: The accident **tied up** traffic for hours. (To delay or block the progress of something)

tie up: Most of her cash is **tied up** in real estate investments. (To make money not readily accessible by putting it in property, bond, share, etc)

tie up: The burglars **tied** him **up** before ransacking the house. (To restrain someone by binding their hands and feet or binding them to something)

tie up: He was **tied up** in a meeting when I called. (To keep someone busy so that they are unavailable to do anything else)

touch at: Our ship **touched at** Cape Town for a few hours. (To call briefly at a port)

touch down: The big crowd cheered when the spacecraft **touched down** safely. (To come or bring down to the ground)

touch in: His painting is almost finished; he's **touching in** some small details to improve on it. (To mark slightly with a brush, pencil, colour, etc)

touch off: The build-up of gas **touched off** a series of small explosions. (To cause something to explode)

touch off: The book **touched off** a storm of controversy. (To cause an action or a process to begin)

touch on: In his lecture on the subject, he **touched on** the writer. (To deal briefly with something else when speaking or writing)

touch up: She **touched up** her face before meeting him. (To make minor improvements)

try for: They **tried** very hard **for** an equalizing goal in the second half. (To make an attempt at achieving something)

try on: She **tried** it **on** but it didn't fit her. (To put on an item of clothing to see if it fits or suits)

try out: They **tried** her **out** for the supporting role in the comedy film. (To undergo a competitive qualifying test)

try out: When you are at the seaside resort, don't forget to **try out** the seafood dishes. (To test to see if you like it)

turn against: His supporters **turned against** him when he defected to the opposition party. (To disagree with or become hostile to someone or something)

turn around: A new general manager was appointed to **turn around** the ailing company. (To transform an unsuccessful business into a successful one)

turn away: They **turned** a group of visitors **away** as it was closing time. (To refuse entry to someone)

turn away: The slow service of the restaurant **turned away** potential customers. (To force someone to go somewhere else)

turn away: When I saw the blood at the accident scene, I **turned away**. (To move your face so that you are not looking at the same thing)

turn back: We had better **turn back** as the sea is getting too rough for sailing in a small boat. (To go back in the direction one has come from)

turn down: She **turned down** his proposal for the tenth time. (To reject)

turn down: How many times do I have to tell you to **turn down** the radio? (To lower the volume, heat, etc)

turn in: Someone **turned** my lost passport **in** to the police. (To hand something over to someone)

turn in: It's rather late; it's time we **turned in**. (To go to bed)

turn in: A gang member **turned** the leader **in** to the police. (To inform on)

turn in: This is the first quarter that the new company is expected to **turn in** a profit. (To make a return)

turn in: He was forced to **turn in** his letter of resignation, failing which he would be sacked. (To hand in)

turn into: There was loud applause when the magician **turned** a carrot **into** a rabbit. (To change something into something else)

turn into: The fishing village has been **turned into** a seaside resort. (To transform a place)

turn off: His arrogance really **turned** her **off**. (To repel or make repelled)

turn off: We **turned off** the highway and went down a bumpy road to reach our destination. (To leave one road and enter another)

turn off: When you **turn off** the tap, you do it clockwise. (To stop something from operating)

turn on: Girls with long hair really **turn** me **on**. (To excite or become excited, especially sexually)

turn on: It's nearly dark already; why are you still not **turning on** your car light? (To cause something to begin operating)

turn on: Why **turn on** him when he has nothing to do with it? (To attack someone)

turn out: It **turned out** that the butler was the one who committed the murder. (To discover something previously unknown, or unexpectedly)

turn out: An estimated ten thousand people **turned out** for the fireworks display. (To assemble as for a public event)

turn out: The burglar who stole the diamond **turned out** to be the police inspector. (To be found out)

turn out: The district has the highest number of people in the country **turning out** to vote. (To take part or to attend)

turn out: With the new machine, they are able to **turn out** 500 packets per hour. (To produce something through a manufacturing process)

turn out: Initially, none of us believed his story which **turned out** to be true. (To result in or have a particular outcome)

turn over: The abandoned baby was **turned over** to the welfare department. (To transfer someone or something to someone else)

turn over: We think his new business is **turning over** at least a few thousand dollars a month. (To make an amount of money in a given period)

turn over: If you are not watching, we are **turning over** to the other channel. (To switch to another television station or channel)

turn over: He couldn't get to sleep as he kept **turning** the thought **over** in his mind. (To think about something)

turn to: She **turned to** drugs to get over her depression. (To seek help from something)

turn to: If you **turn to** page 123, you will find the next page missing. (To look for a page in a book)

turn to: She **turned to** counseling for her depression. (To go to someone for advice)

turn up: A woman who was reported missing a few weeks ago **turned up** at the press office. (To appear suddenly or unexpectedly)

turn up: The police combed the entire area, but **turned up** no clues to the murder. (To find something)

turn up: Less than half of the invited guests **turned up** for the event. (To be present publicly; to arrive)

turn up: He missed the appointment as something that required his urgent attention **turned up**. (To occur unexpectedly)

turn up: Don't **turn up** the volume on the television; I want to take a nap. (To increase the level of something such as heat, sound, light, etc)

stay behind: We like to **stay behind** in the office after five o'clock for a nice chat. (To not leave a place after others have left)

stay in: I'm **staying in** tonight to finishe some office work. (To not go out of one's house)

stay on: She failed her exam, and had to **stay on** at school for another year. (To continue to do something, or be in a place after others have left)

stay out: He sometimes **stays out** late for a drink with colleagues after work. (To stay outdoors and not come home, or come home late)

stay out of: I was told to **stay out** of their arguments and mind my own business. (To not get oneself involved in something)

stay up: Tonight we are **staying up** to watch a football match on television. (To not go to bed at the usual time)

step aside: There were calls for him to **step aside** when his health began to fail. (To leave one's office or position)

step down: The minister who was involved in a sex scandal was forced to **step down**. (To resign from an important job or high position)

step forward: A third candidate has **stepped forward** in the leadership contest. (To offer one's help or services)

step in: The leaders had to **step in** to resolve long-standing disputes between the two factions of the party. (To become involved in order to help)

step out: I need to **step out** for some fresh air. (To go outside for a short time)

step up: The police are **stepping up** surveillance of the building used by a suspected criminal. (To increase)

stick around: Let's **stick around** until he arrives, then we will go for a meal. (To remain somewhere for some time)

stick at: We decided to **stick at** it until we completed the 5,000-piece jigsaw. (To continue doing something in spite of difficulty)

stick by: You must **stick by** your promise to help us to get this done. (To honour one's promise, obligation, etc)

stick by: The children promised to **stick by** their single mother through thick and thin. (To continue to support someone in spite of their having problems)

stick out: He donned a party hat with a feather **sticking out** of it. (To protrude from something)

stick out: She **stuck out** her tongue as requested by the doctor. (To hold something out towards someone)

stick out: With his towering height, he certainly **sticks out** in a crowd. (To be easily noticeable)

stick it out: If we just **stick** it **out**, I am sure we will find a way out. (To tolerate something until the end)

stick to: **Stick to** the point, otherwise our meeting will never end. (To do or use the same thing and not change to something else)

stick to: Every time you make a promise, you never **stick to** it. (To honour one's words)

stick together: They have always **stuck together** since their immigration here. (To be mutually loyal)

stick up: A stranger tried to **stick** him **up**, but he fought him off. (To rob someone)

stick up for: Will you **stick up for** me? There are too many of them. (To support or defend)

stick with: I have **stuck with** the same barber for the past seven years. (To continue with someone or something)

stop by: Will you be **stopping by** the supermarket on your way home? (To make a brief visit to a place)

stop by: Jack **stopped by** Jill's with a present to wish her a happy birthday. (To make a brief visit to someone)

stop in: He **stopped in** at a florist's on his way to visit her. (To visit a place briefly)

stop in: She decided to **stop in** to do her laundry. (To stay in)

stop off: We **stopped off** in one of the coastal resorts for a day before leaving the country. (To make a short visit to a place on the way to one's destination)

stop over: They **stopped over** in Moscow for a night on the way to London. (To stay for a brief period before continuing one's journey)

strike back: The guerrillas **struck back** by killing two soldiers for a bomb attack the previous day. (To make an attack in return for an attack made by the opposing side)

strike down: He **struck** the man **down** with a single blow of his iron rod. (To hit someone hard)

strike down: He was **struck down** by polio at an early age. (To kill or make someone unable to act in the normal way)

strike off: He should be **struck off** the roll of solicitors. (To remove from the official record, list, etc)

strike on: We **struck on** the idea of being freelance journalists while chatting in a train. (To discover or think of something, especially by chance)

strike out: Her name was **struck out** as she had withdrawn from the competition. (To draw a line through something in a document to show it is not applicable)

strike out: She left the quartet to **strike out** on her own. (To start to do something independently)

strike up: He finally found the courage to **strike up** a conversation with her. (To begin a friendship or conversation with someone)

strike up: An expectant crowd gathered as the band was about to **strike up**. (To start to play)

swarm with: On weekends the zoo is **swarmed with** visitors. (To be crowded with people)

swarm with: The carrion of an unknown animal was **swarming with** flies. (To be overrun with something)

switch off: She seldom **switches off** the computer when she has finished using it. (To use a switch to turn off light, television, etc)

switch on: Some cars have already **switched on** their lights before it gets dark.(To use a switch to turn on light, television, etc)

switch over: They are going to **switch over** to the new teaching method. (To replace a way of doing something with another)

switch over: Why do you keep **switching over** to another channel? (To change from one television station, etc to another)

take aback: I was **taken aback** by what he said. (To surprise or shock someone)

take after: Jenny is the only daughter who certainly **takes after** her mother. (To have a similar appearance to or qualities of someone; to resemble)

take against: She's **taken against** him for some unknown reason. (To take a dislike to someone)

take apart: He **took** the shelves **apart** for removal. (To separate into parts)

take back: OK, now don't you curse me anymore; I **take back** what I said. (To withdraw a statement or accusation as untrue or unjustified)

take back: Looking at her photo **took** me **back** to our shared childhood. (To remember a time in the past)

take back: I **took** it **back** and exchanged for a new one. (To return a purchased item that is not satisfactory)

take back: He pleaded with his wife to **take** him **back**. (To allow return of someone)

take down: Please **take down** what I'm going to say. (To put down in writing)

take down: Someone **took down** the getaway car number and gave it to the police. (To write down something)

take down: You should **take** the ceiling fan **down**; it's no longer working. (To move something towards a lower place or position)

take for: He is likely to **take** your silence **for** consent. (To think wrongly about something)

take for: They must have **taken** me **for** an idiot to want me to go along with their absurd idea. (To consider in a particular way)

take in: Jill was **taken in** by the company's false claims about its products. (To deceive or be deceived)

take in: The retirement home **took in** another elderly today. (To provide shelter to someone)

take in: We couldn't **take in** all the speaker said. (To understand)

take in: To calculate the cost of the meal at that restaurant, we have to **take in** the tip. (To include)

take in: She will not **take** the pants **in**; she will buy a new pair. (To alter the seams of an item of clothing to make it tighter or smaller)

take in: He was **taken in** for questioning as a potential suspect. (To keep someone in official custody)

take in: The large windows enabled us to **take in** the fine views of the surrounding countryside. (To view)

take off: We were late and the plane **took off** without us. (To head into the air)

take off: He **took off** his goggles which were steaming up and plunged into the pool. (To remove)

take off: His new business didn't **take off** until after the third year of operation. (To become successful)

take off: He **took** a month **off** to get married. (To spend time away from work)

take off: Everyone was looking for her, but she had already **taken off**. (To leave quickly without telling anyone)

take off: The product was **taken off** the production line due to falling demand. (To withdraw or discontinue)

take off: **Take** ten dollars **off** the total which you owe me and I'll pay you the balance. (To deduct)

take on: After a new coat of paint, the old house **takes on** a new look. (To come to possess a particular quality, appearance, meaning, etc)

take on: The company **took on** more workers as it was then set for major expansion. (To employ someone)

take on: His promotion means he has to **take on** new responsibilities. (To undertake)

take on: The challenger will **take on** the reigning heavyweight boxing champion tonight. (To compete with or fight someone)

 take out: He often **takes** his family **out** for a meal at the same restaurant. (To bring someone to somewhere to do something)

take out: One of the police snipers **took out** the deranged man holding a hostage. (To kill or destroy)

take out: He had his tonsils **taken out** when he was a child. (To remove or extract)

take out: She **took out** an injunction to prevent the press publishing the information. (To secure a legal application)

take out on: It's your own fault; why **take** it **out on** the children? (To vent one's anger or frustration on someone)

take out on :   We think the boss doesn't like him; she's always **taking** it **out on** him. (To vent one's anger or frustration on someone)

take over: When you **take over** the driving, don't sound the horn unnecessarily. (To assume control of something)

take round: The guide **took** us **round** the leisure complex. (To show the way to others)

take through: The Manager **took** the new workers **through** the production process again to familiarize them with it. (To explain something to someone)

take to: Jim **took to** excessive drinking when his wife left him. (To fall into a habit)

take to: He **took to** the guitar at an early age. (To develop an aptitude for something)

take to: She soon **took to** her mother-in-law's cooking. (To develop a liking for something)

take to: As the fighting raged, the refugees **took to** the border. (To seek safety)

take up: Since my retirement, I've **taken up** stargazing. (To become interested in something)

take up: She has time now to **take up** cycling. (To develop an interest in a sporting activity)

take up: If I don't **take up** the challenge, they will likely say I have chickened out. (To accept a challenge)

take up: He will **take up** his post as chief executive. (To fill a position or post)

take up: The piles of books which are **taking up** too much space on the floor. (To use up space, time, or attention)

take up: Someof them are going to **take up** the matter with the boss. (To continue a course of action)

take up with: He's **taken up with** his new neighbour's kids. (To become friendly with someone)

take upon: Mark **took** it **upon** himself to paint the whole house. (To place responsibility for something on oneself)

talk around/round: She just doesn't agree with the seriousness of the problem; one of you has to **talk** her **around.** (To persuade someone to accept a point of view)

talk at: We tried to tell her what's wrong, but she wouldn't listen; she was **talking at** us. (To say something without regard for a reply or reaction)

talk back: This kid will never hesitate to **talk back** to her mother. (To make a reply that does not show proper respect)

talk down.   Mike often **talked down** the good things Betty did. (To belittle)

talk down to: It's wrong to **talk down to** them like that; they are cleverer than you think. (To speak condescendingly to someone)

talk into: I didn't want to get involved in the robbery, but he **talked** me **into** joining them. (To persuade)

talk out: We thought it was just a misunderstanding and asked themto **talk** it **out**. (To discuss in order to settle or find a solution to something)

talk out of: She **talked** him **out of** seeking work overseas. (To persuade someone not to take a course of action)

talk out of: She wanted to marry him but her parents **talked** her **out of** it. (To persuade someone not to do something)

talk over: I think we'd better **talk** it **over** before we decide to buy it. (To discuss something thoroughly before taking an action)

talk over: The Liverpool manager managed to **talk** the two players of rival teams **over** to his side. (To succeed in persuading someone)

talk round/around: He **talked round** the issue but gave no indication of how to tackle it. (To speak indirectly about something)

talk through: I must **talk** this **through** with you two as there are a few things you need to know. (To discuss thoroughly)

talk up: We have to **talk up** this new product so that people can see the usefulness of it. (To speak favourably or enthusiastically about something)

use up: Someone has **used up** all my disks. (To finish the whole of something)

vouch for: His proposers **vouched for** his honesty and capability. (To give personal guarantee of the truth or accuracy of something)

wait around: A group of stargazers **waited around** for the sky to clear; instead, black clouds spread across the sky. (To idle somewhere while waiting for someone or something to happen)

wait behind: We **waited behind** to help clean up after the farewell party broke up. (To remain somewhere after other people have left)

wait for: They **waited** in vain **for** the rain to stop. (To look forward to something)

wait for: The fans **waited** all morning at the airport **for** the television star to arrive. (To look forward to someone)

wait on: She **waits on** customers with utmost courtesy and patience. (To serve food and drink at a place (e.g. restaurant) where people pay to eat and/or drink)

wait out: We had drinks and light meals at a café while **waiting out** the stormy weather. (To wait for something to end)

wait up: Sean **waits up** for her every night. (To stay up while expecting someone or something to happen)

wash away: The police believed the blood stains were **washed away** by the murderer. (To remove by using water)

wash down: I don't need a lot of water to **wash** these two tiny pills **down**. (To make something easier to swallow by drinking water)

wash down: The two of us **washed down** the spiral staircase this morning. (To wash something with water from top to bottom)

wash off: These stubborn dark stains will not **wash off**. (To remove something from a surface by cleaning with water)

wash out: The match was completely **washed out** by the unexpected weather. (To cause an event to be cancelled or interrupted because of rain)

wash out: I used the new detergent, but the curry stain wouldn't **wash out** . (To remove by washing)

wash up: As we are in a hurry to go, let's help her **wash up** the dishes. (To wash after a meal the items used in serving and eating of the meal)

wash up: The children were told to **wash up** before they sat down for dinner. (To wash one's hands and face)

wash up: This is not the first time that a carcass of a whale is **washed up** the beach. (To bring something up on to the shore)

watch for: **Watch for** the sign that points down to the lane leading to the waterfall. (To look out for something)

watch out for: While there, you had better **watch out for** pickpocket. (To be careful of something)

watch over: The woman is **watching over** her very sick husband in the ward. (To guard or take care of someone or something)

work against: Your inability to speak well is likely to **work against** you when you enter politics. (To harm one's chances of success)

work at: I am not very good at writing short stories, but I am **working at** it. (To make great efforts to achieve something)

work into: You have to **work** the cocoa **into** the eggs. (To blend)

work off: He always uses swearing words whenever he tries to **work off** his anxiety. (To get rid of something by doing something else)

work off: She took up cycling to **work off** her excess pounds. (To get rid of something by doing something else that is energetic or requires effort)

work on: We spent weeks **working on** the defaced sculpture. (To repair or restore something)

work on: The participants **work on** their stamina by doing aerobic exercises. (To improve on something)

work on: He has been **working on** his dad to give him the money for a bicycle. (To persuade)

work out: The burglars have **worked out** a way to sneak into the whisky warehouse. (To plan in detail)

work out: We have to **work out** the cost of living in the city before we think of working there. (To calculate)

work out: How did the repair bill **work out** to such a huge amount? (To amount to a total)

work out: She **works out** one hour aerobics twice a week. (To do physical exercise)

work out: The researchers still haven't **worked out** what caused this new disease. (To solve something)

work out: We hope this new business of ours will **work out** well successfully. (To develop in a good way)

work out: We couldn't **work out** why he reacted in that way. (To understand the reasons for someone's behavior)

work out: It all **worked out** in the end in spite of all the difficulties. (To become successful)

work up: I certainly **worked up** a big appetite after a marathon jog. (To develop a physical state through an activity or effort)

work up: Being strongly suspicious of her husband, she has **worked** herself **up** into extreme jealousy. (To rouse the strong feeling of someone)

work up to: He hasn't the courage to dive from the top diving board, but he is

working up to it. (To gradually prepare oneself for something difficult)

write back: I've written her ten letters in the past weeks, but she has not **written back**. (To reply to a letter)

write down: You don't have a good memory, so you'd better **write down** whenever you need to. (To put down in writing)

write down: The value of the machinery was significantly **written down** in the latest estimation. (To reduce the value, price, etc of something such as items of stock or goods)

write in: Hundreds of viewers **wrote in** to complain after the show.   (To write to express an opinion or request for information)

write into: The other party was disputing about something that was not **written into** the contract. (To include something in a document)

write off: The bank was forced to **write off** some of the loans when the borrowers couldn't be found. (To fail to recover a debt and cancel it as a bad debt)

write off: They had to **write off** some of the machinery after they were destroyed in the fire. (To acknowledge an asset has no value)

write off: His car badly damaged in an accident had to be **written off**. (To be damaged beyond repair)

write off: You shouldn't **write** yourself **off** as a good writer so quickly. (To regard someone or something as insignificant or useless)

write out: He couldn't speak due to a bad sore throat, so he **wrote** it **out** instead. (To express in writing)

write out: She **wrote out** a cheque for a wrong amount. (To give information on a document)

write up: Everyone of us had to **write up** a report on our individual findings for the meeting. (To give an account of something in writing)

yield to: The victim's family **yielded to** the kidnappers' demand despite the huge ransom. (To submit to pressure or demands)

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Lord Henfield, 2018.

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